

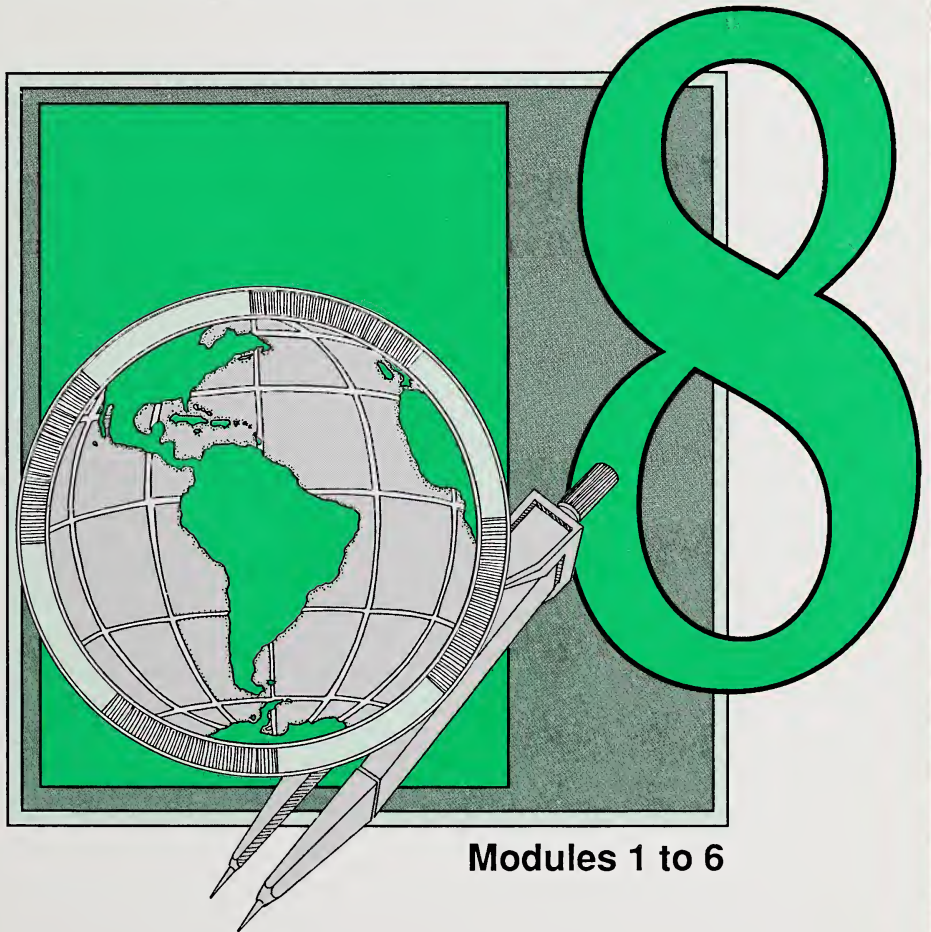
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Modules 1 to 6

Learning Facilitator's Manual



Learning
Technologies
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Alberta
LEARNING

Social Studies 8

LEARNING FACILITATOR'S MANUAL



Learning
Technologies
Branch

Alberta
LEARNING

NOTE: This Social Studies 8 Learning Facilitator's Manual contains the Final Test and answers to the Final Test and to the teacher-assessed assignments; therefore, teachers should at all times keep it secure against unauthorized student access. The Final Test should be accessible to students only in supervised situations.

Social Studies 8
Modules 1–6
Learning Facilitator's Manual
Learning Technologies Branch
ISBN 0-7741-1625-0

This document is intended for	
Students	
Teachers	✓
Administrators	
Parents	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Distributing Centre, <http://www.lrdc.edc.gov.ab.ca/lrdc>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Teachers

Register with the Learning Technologies Branch

The Learning Technologies Branch is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the Student Module Booklet, Assignment Booklet, or the sample Final Test. The types of revisions that will be made are those that make the course more accurate, more current, or more effective.

LTB will send you the **latest enhancements** or **minor upgrades** for your Learning Facilitator's Manual if you register with us. To do so, please fill out the registration portion of this page and return this page to: Learning Technologies Branch, Box 4000, Barrhead, Alberta T7N 1P4, Attention: Instructional Design and Development.

LTB Learning Facilitator's Manual Registration Form

First Name

Surname

School Name

School Phone Number

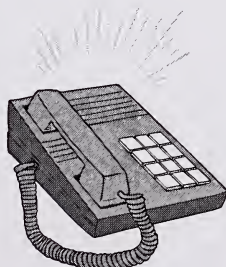
School Address

City

Postal Code

Course Title

Approximate Date of Purchase



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Learning Technologies Branch, free of charge by dialling 310-0000, entering 674-5350, and asking for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill it out.

We look forward to hearing from you!

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Introduction

A survey of these course materials will confirm that this learning package has been specially designed for many kinds of teachers working in a variety of situations.

In Which Category Do You Fit?

☐ Small Schools Teacher

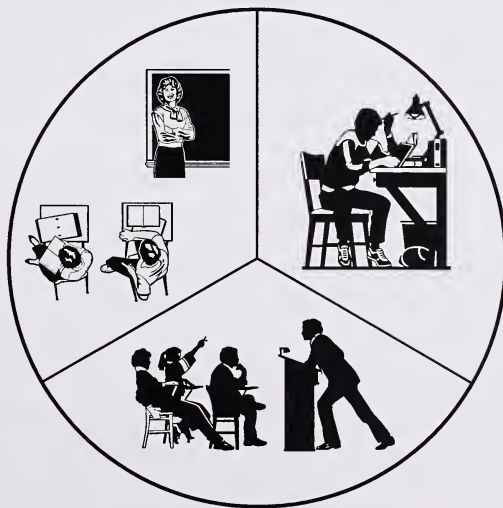
- ☐ inexperienced
- ☐ experienced, but in other subject areas
- ☐ experienced in teaching Social Studies 8, but wanting to try a different approach

☐ Distance Learning Teacher

- ☐ travelling to schools within the region
- ☐ using facsimile and teleconferences to teach students within the region

☐ Large Schools Teacher

- ☐ inexperienced
- ☐ experienced in teaching Social Studies 8, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers, regardless of the situation.

Advantages for Students

Materials

- incorporate a strong learner-centred philosophy
- promote such qualities in the learner as autonomy, independence, and flexibility
- are developed through media that suit the needs and circumstances of the learner
- reflect the experiential background of Alberta students
- provide opportunities by overcoming barriers that result from geographical location
- promote individualized learning, allowing learners to work at their own pace

Advantages for Teachers

Materials

- allow teachers maximum teaching time and minimize preparation time
- include different routes through the materials to suit different learners
- incorporate a wide range of teaching strategies, in particular those using independent and individual learning
- deliver curriculum designed by education specialists that reflects the Alberta Learning Program of Studies with an emphasis on Canadian content
- provide learning materials that are upwardly compatible with advanced educational technology

Does this learning package sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Learning Program of Studies for Social Studies 8. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Social Studies 8 when their training is in other subject areas. This brief description is not meant to replace the Alberta Learning Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this learning package and determine how they might want to use it in their classrooms.

Beyond the introduction, the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The Student Module Booklets, Assignment Booklets, and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Rationale and Philosophy

“The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.”

– Secondary Education in Alberta (June 1985)

Social Studies assists students to acquire the basic knowledge, skills, and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences, and the humanities. The content serves as the context in which important skills and attitudes are developed.

Goals and Objectives

Ultimate goal: Responsible citizenship

Component goal: Development of critical thinking

The responsible citizen uses the knowledge, skills, and attitudes acquired in the school, the family, and the community.

The Social Studies Program of Studies outlines three fundamental objectives.

Knowledge Objectives

These objectives take into account the history of our community, the nature of a democratic society, an understanding of the nature of humanity, and an understanding of our social, political, technological, and economic environment.

Skills Objectives

These skills are grouped into three classifications:

- Process skills
- Participation skills
- Communication skills

Attitudes Objectives

These attitude objectives describe a way of thinking, feeling, or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. It is hoped that students will develop the attitudes commensurate with good citizenship.

Overview of Social Studies 8

The focus of Social Studies 8 is on the human and physical geography of Canada and the United States. Students will examine Canada's history from early settlement of the country to nationhood. As well, students will examine the human and physical geography of Brazil to determine how these factors have affected the development of Brazil.

The study of history looks at different events, movements, groups, and individuals. It presents the facts and allows the students to do some critical thinking to develop concepts and generalizations. Human geography takes a similar approach as history, but concentrates on the relationship of place to humankind. Learning about the history and geography of the Western hemisphere should help students understand Canada's place in North America and know more about what citizenship involves.

Exploring various regions should help students to see the entire world as interdependent. Human activity and future development can be determined by understanding the physical geography of Canada, the United States, and Brazil. This could also be used as a framework to study other regions. Examining Brazil as an area in South America should increase global awareness as well as tolerance and respect for others.

The Social 8 course is divided into three topics. Each topic consists of two modules.

Topic A Geography of Canada and the United States	Module 1: Themes in Geography
	Module 2: Areas and Regions of Canada and the United States
Topic B Canada: History to the Twentieth Century	Module 3: Canada's Early History
	Module 4: Canada's Nationhood
Topic C South America: A Case Study of Brazil	Module 5: Settlement Patterns of Brazil
	Module 6: Brazil—Issues and Trends

Each of the three topics is structured around a major generalization as follows:

TOPIC A: The interaction of people with their physical environment influences patterns of life.

TOPIC B: The development of Canada as a country has been shaped by a number of significant events and contributions of individuals.

TOPIC C: The interaction of people with their physical environment continues to influence patterns of life in Brazil.

It is important that students not only master the factual material presented in this course, but also acquire certain skills and, it is hoped, come to develop certain attitudes. Some of the important skills and attitudes are listed below.

Skills

- locating, arranging, and interpreting data
- making notes
- using charts, concept maps, and graphic organizers
- surveying textual material to extract pertinent information
- categorizing information to develop concepts
- identifying relationships among variables
- making generalizations
- taking and defending positions
- discussing ideas with a group or another individual
- constructing charts and graphs

Attitudes

- developing a respect and tolerance for the rights, needs, opinions, and concerns of others
- developing a willingness to contribute to group efforts and to accept group decisions
- developing an appreciation of the need for co-operation in group work and in community life
- developing confidence to express one's own ideas
- developing an acceptance of change as a common feature of life in all cultures
- developing empathy for people experiencing change
- developing sensitivity to the customs and beliefs of cultural groups other than one's own
- developing respect for the bilingual and multicultural nature of Canada

Time Considerations

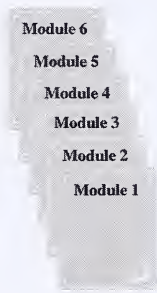
There are six modules of roughly equal length in Social Studies 8. In a school year of thirty-seven to thirty-eight weeks, this would mean spending roughly six weeks on each module with time left over for review. It would be wise for you, as the learning facilitator, to examine the entire course carefully before establishing your own time lines. You may determine that some modules can be given slightly more or less attention.

Structure of the Learning Package

Basic Design

This learning package involves many other components in addition to the Learning Facilitator’s Manual. A survey of the components will show you that the course is divided into clumps of learning called modules. For each module there are three print components: a Student Module Booklet and two Assignment Booklets.

Student Module Booklets



Student Module Booklets contain guided activities that instruct students in a relevant, realistic setting.

These booklets have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques are used to cater to individual learning styles and preferences. The materials have been designed to include a variety of pathways and options because they are intended for a broad range of use within and beyond Alberta.

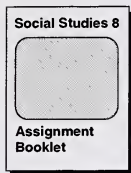
The structure of the Student Module Booklets follows a systematic design. Each booklet begins with a detailed table of contents that shows the students all of the main steps; this page acts as an organizer for students. The Module Overview introduces the module topic or theme and includes a graphic representation to help visual learners and poor readers. This introduction also includes an evaluation statement, so students are informed of the weightings of each assignment.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Module Summary
Appendix

The body of the Student Module Booklet is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme. The activities may include print, audio, video, computer, or Internet involvement. Computer and Internet activities are optional. At times, the student and the learning facilitator are allowed to choose the activity that best suits the student’s needs and interests. Each section also includes other activities such as the Extra Help and Enrichment as optional pathways. This flexibility caters to each student’s personal situation.

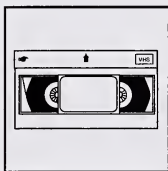
Following the last section is a modular summary that focuses on the skills and strategies that the student has learned. The Student Module Booklet ends with an Appendix that includes a Glossary.

Assignment Booklet



Accompanying each Student Module Booklet are two Assignment Booklets. The activities in the Assignment Booklets can be used for both formative and summative assessments. Students should complete these assignments when they have thoroughly reviewed the other module materials. You may decide to have students submit their work as soon as they have completed each sectional assignment or you may choose to let students complete all the sectional assignments within the module before evaluating their work. The Assignment Booklets have been designed for both in-classroom use and for distance learning. **If the Assignment Booklets are not being mailed, remove the green outside mailing covers before distributing the booklets to students.**

Media



VIDEOCASSETTE



INTERNET

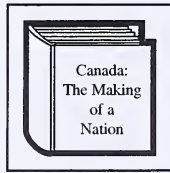
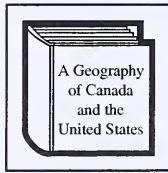
The package also includes references to media. Pathways have been developed so students can use a variety of media to achieve the objective. These different routes have been included to suit different learners. Wherever videos have been included, a print pathway is also available. This way, if the media resource isn't available or desired, a student can follow the print pathway and still successfully achieve the objective.

There are activities in this course that direct students to view videos. The use of these videos is optional. If you want students to have access to these videos, arrangements should be made to ensure they are available when students need them. More information about the videos appears later in this manual.

Internet references are found throughout the course; exploring those references, however, is optional for students. In most cases, students are given suggested topics that they may explore through the Internet's search engines. In rare cases, students might be given a specific uniform resource locator (URL), but they should be aware that these addresses are subject to change.

Updated information about the Learning Technologies Branch and this course and others can be found by starting at the Learning Technologies Branch's home page at <http://www.learning.gov.ab.ca/ltb/> or by going straight to the LTB Courses page at <http://www.learning.gov.ab.ca/ltb/400/courses.html>.

Textbooks and Reference Books



There are three textbooks used in Social Studies 8:

- Tony Burley and Jim Latimer, *A Geography of Canada and the United States* (Edmonton: Arnold Publishing Ltd., 1990)
- Douglas Baldwin, *Canada: The Making of a Nation* (Calgary: Weigl Educational Publishers Limited, 2000)
- Ishie Dawood, *Brazil: Land of Contrasts* (Edmonton: Reidmore Books Inc., 1989)

Whenever students are directed to these texts, the corresponding icon appears in the left-hand margin of the Student Module Booklet.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
		<ul style="list-style-type: none">• LFM for Social Studies 8• one complete set of Student Module Booklets (6) and Assignment Booklets (12) for each student

Videocassettes used in the course may be available from the Learning Resources Distributing Centre or ACCESS. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">• videocassette player	<ul style="list-style-type: none">• videocassettes	Titles of videocassettes will be listed at the beginning of the LFM for each module.

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open Learning Classroom

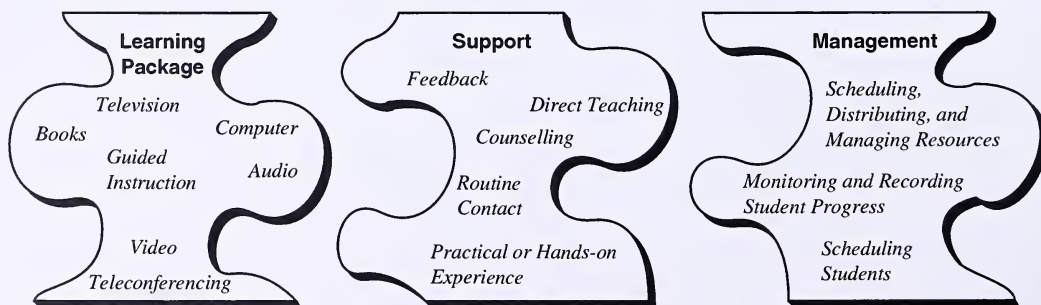
Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual's needs. But these past efforts often failed because of lack of time and lack of quality materials that conformed to Alberta specifications.

Owing to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. Media and a well-designed learning package, however, can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open learning system runs smoothly.

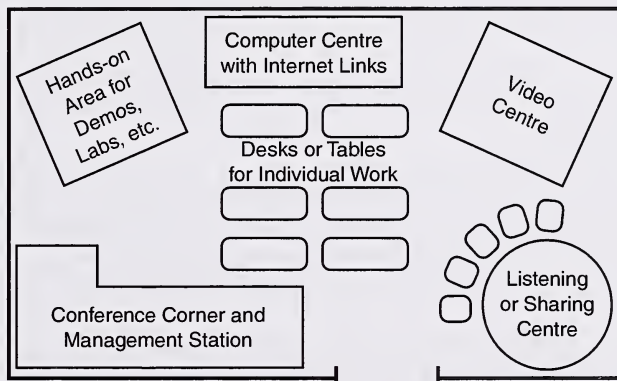
The Key to a Successful Open Learning System



Learning Package

The specially designed learning package needed for a successful open learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all of the components in the learning package available to students as needed.

If you are able to acquire media and appropriate hardware to meet your class needs, media centres can be established.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the Student Module Booklet.

Many of the self-assessment answers, explanations, and examples for each of the module activities are not available in the Student Module Booklet Appendix. These more complex answers are included in this LFM so you can guide, monitor, and participate in the assessment. You may decide to set up an answer station with colour-coded cards, or you may want the students to come to you to discuss the activity with you. As you and the students become more comfortable with an individualized system, you might increase the students' responsibilities—spot checking only to reinforce proper behaviour and to assess the students' day-to-day progress.

As the learning facilitator, you may need to offer more support and personal guidance to those students having difficulty. The activities include choices and pathways. If a student is struggling, you may need to encourage that student to work on all of the choices rather than on only one. This would provide additional instruction and practice in a variety of ways.

You may also have to reinforce the need for students to do the sectional activities carefully and thoroughly before attempting the assignments in the Assignment Booklet.

Another form of support is routine contact with each individual. This contact might be achieved with a biweekly conference scheduled by you; or, as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This teaching might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open learning system is essential to the success of the program. Leadership and promotion of the system are essential. The following areas also need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources**—As discussed earlier, in order to do these tasks efficiently you may need to develop media centres or a system for students to reserve the necessary resources.
- **Scheduling Students**—Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may want to study for long periods of time (e.g., all morning), learning facilitators should discourage this practice. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress**—You will need to record the date that each student completes each module and the Final Test. Your data might also include the projected date of completion if you are using a student-contract approach.



Sample of a Student Progress Chart

Social Studies 8		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Final Test
<i>Billy Adams</i>	P							
	A							
<i>Louise Despins</i>	P							
	A							
<i>Violet Klaissian</i>	P							
	A							
P = Projected Completion Date A = Actual Completion Date								

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- **Recording Student Assessments**—You will need to record the marks awarded to each student for work completed in each module Assignment Booklet. The marks from these Assignment Booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

Social Studies 8	Module 1		Module 2		Module 3		Module 4		Module 5		Module 6		Year's Average	Other	Final Test	Final Mark
	A	B	A	B	A	B	A	B	A	B	A	B				
<i>Billy Adams</i>																
<i>Louise Despins</i>																
<i>Violet Klaissian</i>																

Letter grading could easily be substituted.

- **Recording Effectiveness of System**—Keep ongoing records of how the system is working. This data will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Student Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach, it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student centred, not teacher centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. In order to identify strengths and weaknesses, both students and teachers need to gather and analyse information and make decisions.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Informal Evaluation

Observation

In the classroom, the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despins	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, designated at certain points in the module, or they may be set up only as needed or requested.

During these conferences, the teacher can determine the student's progress and can assess the student's attitudes towards the subject, program, school, and self, as well as the student's relationship with other students. With guided questions, the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude towards these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, learning facilitators will help students develop a positive attitude towards their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, to have a peer assess other activities, and to become directly involved in assessing the remainder of the activities.

When the modular activities have been assessed, students should be directed to make corrections. This task should be made clear to students right from the beginning. It is important to establish the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If students are having difficulty, more practice may be warranted, and students may need to be encouraged to select more of the choices.

Each section within a Student Module Booklet includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize the material to help you remember it?
- What steps do you follow when you complete an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

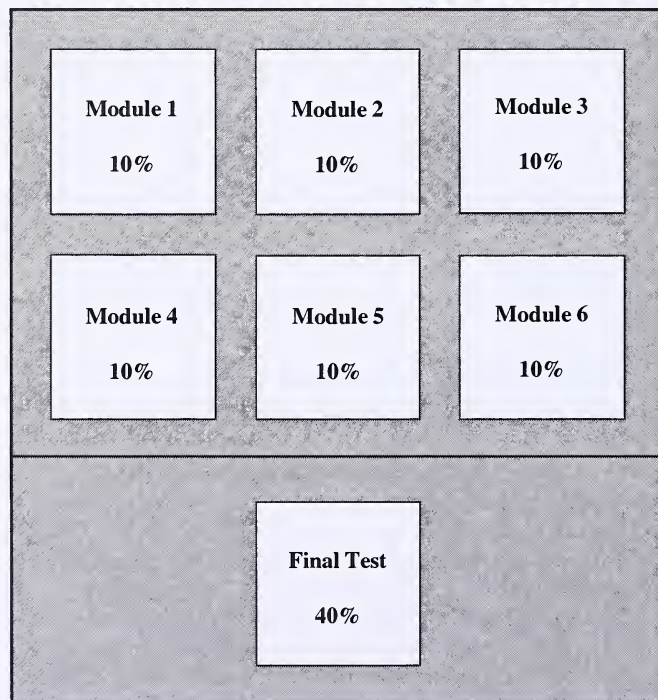
A chart or checklist could be used for recording responses.

Assignments

Each module contains two separate booklets called the Assignment Booklets. These booklets are informal evaluation tools for assessing the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the Assignment Booklets; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning of the course and each module those outcomes that will be evaluated, and ensure that all students clearly understand what is expected.

Formal Evaluation

This LFM includes a formal Final Test that can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the Student Module Booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the Final Test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be repeated with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the student and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude towards learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. Those skills are as follows:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols

Other general skills follow: using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total-class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

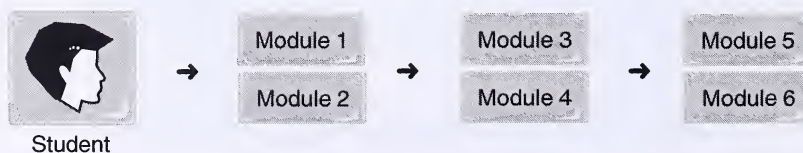
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure students that these materials have been designed for easy reading. The authors have employed special strategies to reduce and control the reading level. Some of them are as follows:

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

- the recognition that vocabulary and concepts are basic to understanding the content and, thus, must be handled systematically (defined in context, signalled in marginal notes or footnotes, and cited in a glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations, videos, audiocassettes, and software to help poorer readers and visual learners
- a use of a variety of formats (paragraphs, lists, charts, etc.) to help struggling readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- the development of instruction in a meaningful setting rather than in a contrived, workbook style
- the use of purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured learning experiences when reading, viewing, or listening to instructional materials; and the acknowledgement that the recognized reading process provides such a structured framework by emphasizing the following phases: developing pupil readiness, determining the purpose, providing guided instruction and feedback, ensuring opportunity to reread or review if necessary, and including enrichment or extensions

To help make the learning package more readable, you can begin your course or module preparation by reading (viewing, listening to) all the related materials that are going to be used. You will need this solid understanding in order to link the content to the students' experiential base. This linking may be done through class brainstorming sessions concerning the topic or by using visuals and guided questions to predict what the course or modules might be about. Such a strategy helps poorer readers strengthen their abilities to be able to predict new vocabulary.

It is recommended that students study the modules sequentially. Certainly within each of the three topics covered, the introductory module (i.e., Modules 1, 3, and 5) should be done first.



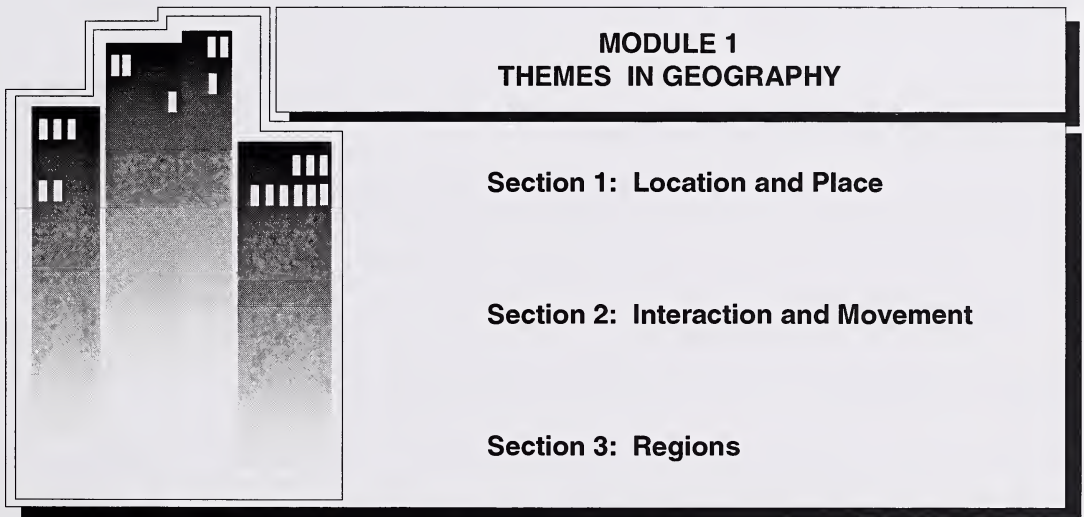
Module 1: Themes in Geography

Overview

In this module, students will be introduced to the major geographic concepts as outlined in the Alberta Social Studies curriculum for Grade 8, Topic A. They will study these concepts so that they can apply them to the regional studies that make up Module 2.

Module 1 is divided into three sections. The opening section includes an exercise to increase the students' awareness and familiarity with the textbook, *A Geography of Canada and the United States*. The students are also introduced to the major skills of skim reading and note making. The section then examines two of the five major geographic concepts, location and place. Section 2 covers two more of the concepts, namely geographic interaction and movement. The fifth major concept, regions, is dealt with in Section 3.

The five major geographic concepts are taken from the National Council for Geographic Education framework for teaching geography in schools. In each concept, students should become familiar with the definitions and be able to give supporting examples that demonstrate their ability to use the definitions.



Evaluation

The evaluation in this module will be based on three assignments.

Assignment Booklet 1A	
Section 1 Assignment	50 marks
Assignment Booklet 1B	
Section 2 Assignment	35 marks
Section 3 Assignment	15 marks
TOTAL	100 marks

Materials Needed

Students need the textbook *A Geography of Canada and the United States* by Tony Burley and Jim Latimer (Edmonton: Arnold Publishing Ltd., 1990).

An atlas—preferably the *Canadian Oxford School Atlas*, obtainable from the Learning Resources Distributing Centre—will be useful.

A VCR and TV monitor will be most useful since there are a number of opportunities to support this highly visual subject area with videotapes. The following videotapes might be of interest:

Section 1	<i>Helicopter Canada</i>	50 min.
Introduction	<i>Here Is Canada</i>	28 min.
Place	<i>Mapping Your World</i>	17 min.
	<i>Contour Connection</i>	28 min.
Section 2	<i>Map Projections in the Computer Age</i>	11 min.
Movement	<i>Yesterday, Today and Tomorrow (CP Railway)</i>	55 min.
Section 3	<i>The Canadians (regions)</i>	16 min.
Regions	<i>Landforms Regions of Canada</i>	15 min.
	<i>U.S. Regions—Contrasts of Land and People</i>	30 min.

Other reference books such as travel books, geography texts, and encyclopedias, often obtainable from libraries, may prove useful. Magazines such as *National Geographic*, *Canadian Geographic*, and *Equinox* would also be helpful.

As learning facilitator, you will find the *Teacher's Guide for A Geography of Canada and the United States* to be most useful.

Teaching Suggestions: Possible Module Opener

Students can become aware of the influence of geography on their lives when they look at photographs. Making a poster of photographs from magazines that show aspects of place (such as mountains, cities, tornadoes) will help students to focus on the topic.

Have a class discussion on geography. The students could discuss questions like these:

- What is geography?
- Why should students learn about geography?

This discussion could lead into what Module 1 will be about and into how students can benefit from learning about the geography of Canada and the United States.

Another possible opener would be to ask students to describe the place where they live. Then on the board note similar and different features that students included in their descriptions. Have the entire class discuss whether there are any other factors that can be used to describe place. Students can then be informed that by studying geography they will be able to give a more accurate description of their place using geographical information. This can be one way to introduce the five major geographical themes in the module. It can also show that both physical and human characteristics are parts of geography.

Section 1: Location and Place

Key Concepts

- absolute location
- environment
- relative location
- physical factors
- place
- human factors

Upon finishing this section, students should

- understand the importance and usefulness of geography and become aware of the influence of geography on their lives
- have some knowledge of the ability to state location on an everyday basis
- be able to use latitude and longitude to identify absolute location
- know that places have special physical and human characteristics that distinguish them

Teaching Suggestions

You could take the students on a short field trip to see some of the region around your school. This short field trip can be used to provide a number of geographic questions such as these:

- Why is the valley wooded?
- Why is the town/city located where it is?
- How is oil brought to the surface?
- What do we trade with other places?

Use the scavenger hunt in Activity 1 to help students gain an overview of both geography and the textbook in a fun way. Pages 1 to 5 of the text provide a basic introduction to the concept that will be expanded later.

To get students to recognize the need to use location on an everyday basis, you could try inviting a taxi driver, bus driver, or police officer to talk to the students about the importance of knowing location. Students can then be led through an explanation of relative and absolute location.

You may know of personal experiences of being lost, and so may the students. This will help students realize the importance of location.

Section 1: Activity 1

- | | |
|--------------|---------------|
| 1. zoologist | 11. ocean |
| 2. location | 12. Asia |
| 3. STRETCH | 13. Michigan |
| 4. Pacific | 14. similar |
| 5. review | 15. chart |
| 6. jeans | 16. trawlers |
| 7. barley | 17. secondary |
| 8. Bowl | 18. three |
| 9. silo | 19. five |
| 10. three | 20. Cypress |

Check to see that students place the correct answer in the appropriate space on the puzzle.

Puzzle Answer: TO LEARN ABOUT CANADA AND THE U.S.

Section 1: Activity 2

1.
 - same continent
 - Rocky Mountains
 - Interior Plains
 - Great Lakes
 - St. Lawrence River
 - high standard of living
 - trade
 - language
 - many holidays
 - TV comedies and soap operas, jokes
2.
 - U.S. population is much bigger.
 - Many Canadians speak French; many Americans speak Spanish.
 - Rivers in Canada flow north, east, and west; in U.S. they flow south, east, and west.
 - Canada is colder, in general.

3. Geography can help you decide where to go for a holiday. It will help you understand places in the news. It will help you understand why some things benefit some people and hurt others. It can help in understanding the weather forecast. It may help in deciding where you will live.
4.
 - a.
 - page 1: An Introduction to Geography
What Geography Is About
Places and People
 - page 3: Geography Skills
 - page 4: What Do Geographers Look For?
Location: Where is it?
Place: What is it like?
 - b.

(1) Location	Where is it?
(2) Place	What is it like?
(3) Interaction	How do people interact with each other? How do people interact with the environment?
(4) Movement	How are people, products, and ideas transferred from place to place?
(5) Regions	What places have common geography?
5.
 - a. must be able to read maps; must be able to recognize places; must be able to find location
 - b. must know direction; how to get around streets; must be able to read maps
 - c. must read maps; answer emergency calls at the right place; be able to give directions
 - d. must read maps; needs to know about winds, rain, snow
 - e. must know about climate, soils, vegetation; know how to get products to market
 - f. must know where places are; know something about these places
 - g. needs to know how to read maps exactly; where rivers and streams flow; where heavy traffic is
 - h. must know how to read maps; must understand winds, temperature

Section 1: Activity 3

1. Answers will vary. Students should mention distance and direction from important places and boundaries.
2. Answers will vary.

Section 1: Activity 4

1.
 - a. 47°N (You have to estimate the latitude line for Glace Bay as it falls between the 45°N and 50°N lines of latitude.)
 - b. 40°N
 - c. 42°N
 - d. 44°N
 - e. 36°N
 - f. 26°N
 - g. 55°N
 - h. 51°N
 - i. 52 or 53°N
 - j. 35°N

2.
 - a. 45°N 93°W
 - b. 35°N 90°W
 - c. 30°N 90°W
 - d. 27°N 97°W or 98°W
 - e. 33°N 113°W
 - f. 39°N 120°W
 - g. 62°N 150°W
 - h. 49°N 123°W
 - i. 55°N 67°W (You'll have to work out the longitude lines on this one.)
 - j. 62°N 135°W
3.

a. 54°N 114°W	f. 53°N 110°W
b. 51°N 114°W	g. 50°N 111°W
c. 52°N 114°W	h. 55°N 119°W
d. 50°N 113°W	i. 56°N 117°W
e. 57°N 111°W	j. Answers will vary.

Section 1: Activity 5

1. Photograph 1: How has the land been shaped in this way?

Photograph 2: What causes a volcano to erupt?

Photographs 3 to 8: Answers will vary.

2. II. Place

A. Physical Characteristics (page 15)

1. Landforms

a. Land movements

The earth's crust moves as is evident when earthquakes or volcanic eruptions occur.

b. Major landforms (page 16)

The major landforms are mountains, plateaus, plains, valleys, and hills.

c. Changes in landscape

i) Erosion

This is the wearing away of the land's surface by weathering, glaciers, or the force of water or wind.

ii) Deposition (page 17)

This is where eroded materials are deposited. Glaciers, flooded rivers, and wind contribute to this process.

2. Soils (page 18)

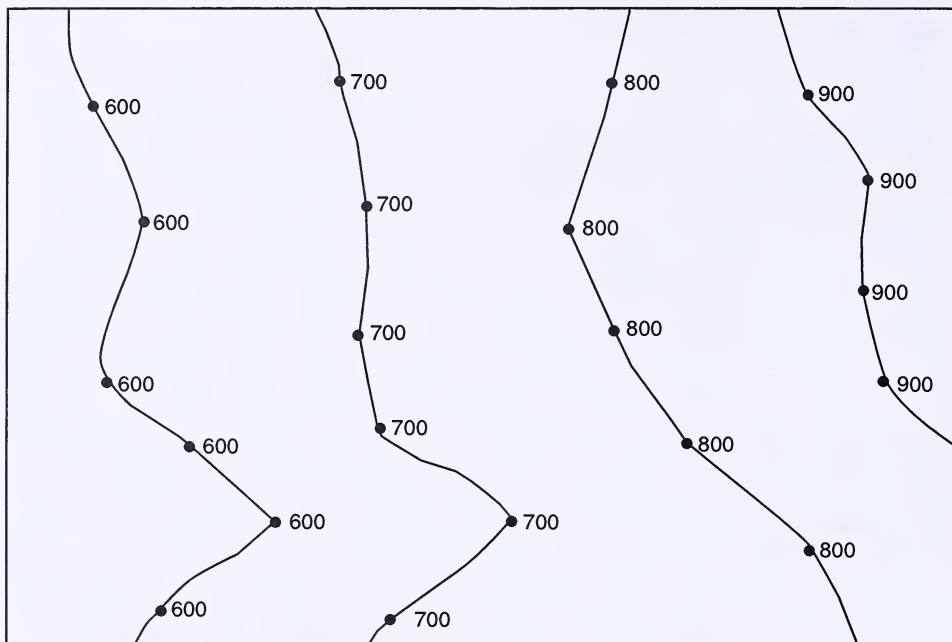
There are four main types of soil: sand, clay, loam, and silt.

3. Bodies of water (page 19)

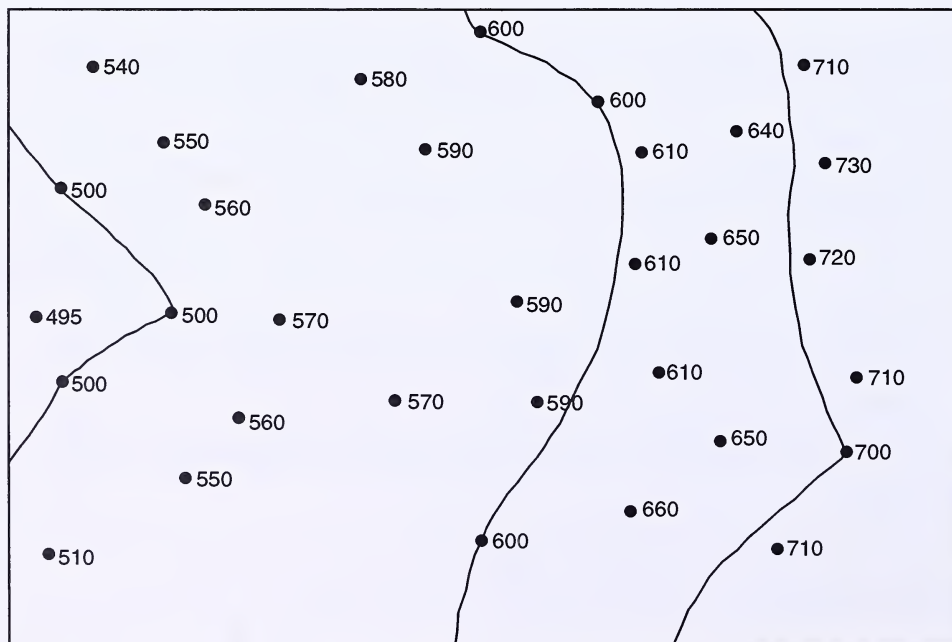
Water covers nearly 71% of the earth's surface. Oceans are the largest bodies of water. We have gulfs, seas, bays, lakes, and rivers, as well as smaller water bodies.

Section 1: Activity 6

1.



2.



3.
 - a. N
 - b. W
 - c. SW
 - d. SE
4.
 - Sandy Soils: a porous soil developed from sandstone
Roots can grow easily, but sandy soil is easily leached.
 - Clay Soils: a non-porous soil developed from limestone and shale
It is difficult for roots to grow, but clay soils are not easily leached.
 - Loam Soils: a mixture of sand and clay or silt soil that is ideal for plant growth
Roots can develop easily. Loam soils are difficult to leach.
 - Silty Soils: soils formed by erosion and deposition, most commonly near the mouths of rivers
These allow easy root development, but are easily leached.
5.
 - a. soils and vegetation interact with one another
 - b. deciduous forest
 - c. tundra
 - d. thin
 - e. deep, not fertile, acidic
 - f. thick, deep, rich in humus
6.
 - Nearly 71% of earth's surface is covered by water.
 - North America is bounded by three of the world's four oceans.
 - The Great Lakes are the largest lakes in North America and make up the largest body of fresh water in the world.
 - All drainage is downhill and most rivers flow to the oceans.
7.

Colorado River	Mackenzie River	Snake River
Columbia River	Nelson River	Missouri River
Fraser River	St. Lawrence River	Arkansas River
Athabasca River	Rio Grande River	Ohio River
Peace River	Mississippi River	Red River
Yukon River		
8.
 - Natural resources are useful things from the environment that people use.
 - Renewable resources can be replaced or regrown as they are used so their supply doesn't run out.
 - Non-renewable resources cannot be replaced once they are used up.
9.

a. R	f. R
b. N	g. R
c. N	h. N
d. N	i. R
e. N	j. N

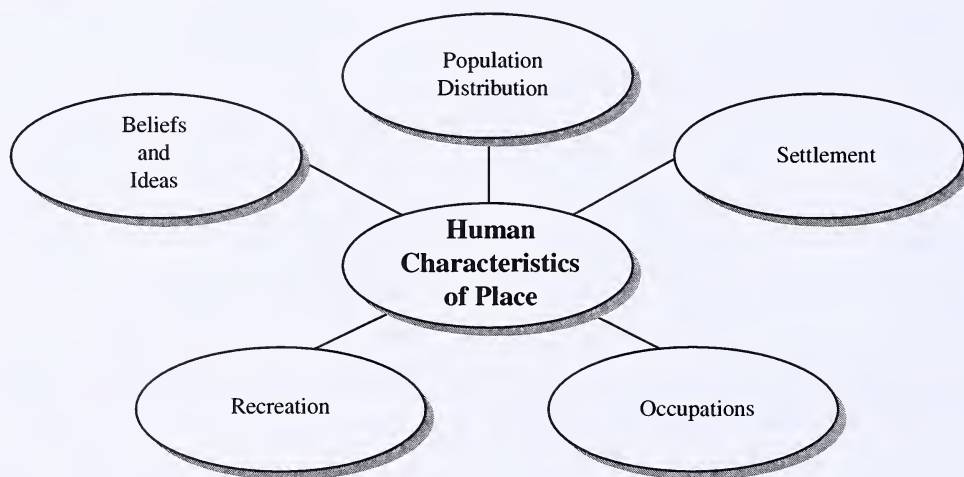
Section 1: Activity 7

1. Answers will vary.
2. Answers will vary. Students should mention temperatures, precipitation, sunshine, and wind.
3. Answers will vary. They may include clothing, recreation, and chores.

4.
 - a. Weather is the daily conditions of a place, while climate involves the weather of a place over a longer period of time.
 - b. The major elements of weather and climate are temperature, precipitation, winds, and sunshine.
 - c. In general, places near the equator are warmest as they get the most direct rays of the sun. As you move to the poles, the temperatures are colder. During the day the earth absorbs heat, but at night it gives up heat.
 - d. The circulation of air in the atmosphere is known as winds. As air is heated it rises, and when it cools, it returns to the earth's surface. As air rises, it collects moisture. Where the air is sinking, it is dry.
 - e. Chinooks are warm, dry winds that in winter blow into Southern Alberta. The Santa Ana is a warm dry wind that in spring or winter blows into California.
5. Answers will vary depending on where students live. Factors that students should consider regarding their area are its latitude, altitude above sea level, position within a continent, prevailing winds, and mountain chains and ocean currents when these apply.
6.
 - a. about -18°C
 - b. fall
 - c. July

Section 1: Activity 8

1.



2. Areas having a high population density include the following:
 - northeast
 - southeast
 - Atlantic Coast
 - Great Lakes
 - southeast Texas
3. Population density describes how closely people live together. The sentence should refer to areas mentioned in question 2 as having a high population density.
4. Areas having low population densities include
 - extreme northeast
 - west
 - central
 - midwest
 - south

5. Areas with a high population density include
 - Toronto • Vancouver
 - Montreal • southern Ontario
6. Parts of Canada having low population densities are central (western), northern, and eastern regions.
7.
 - a. The United States has more densely populated areas.
 - b. Canada has larger areas of unpopulated land.
8. Answers will vary according to location.
9. These are some of the possible answers.
 - dock worker
 - grain handler
 - steel worker
 - seamstress
 - mill worker
 - automobile worker
 - aircraft builder
10. a. and b. Answers will vary according to the locations of the students.

11. **My Area**

Baltimore, Maryland

Answers will vary depending on locations of students.

- in manufacturing core on the ocean
- an ocean port
- along the coast
- in the eastern United States
- south of New York City
- near Washington, D.C. and Philadelphia

12. Answers will vary.
13. More people are working at occupations in cities and fewer are working on farms.

14.

Sport	Geographic Influence
sailboarding	needs water
hockey	ice rink or cold weather
swimming	warm water or pool
skiing	cold weather, snow, mountain
baseball	warm weather, flat land

Any other choices of sport and related geographic influences are acceptable.

15. People's beliefs and ideas may affect how they view and interact with their environment.

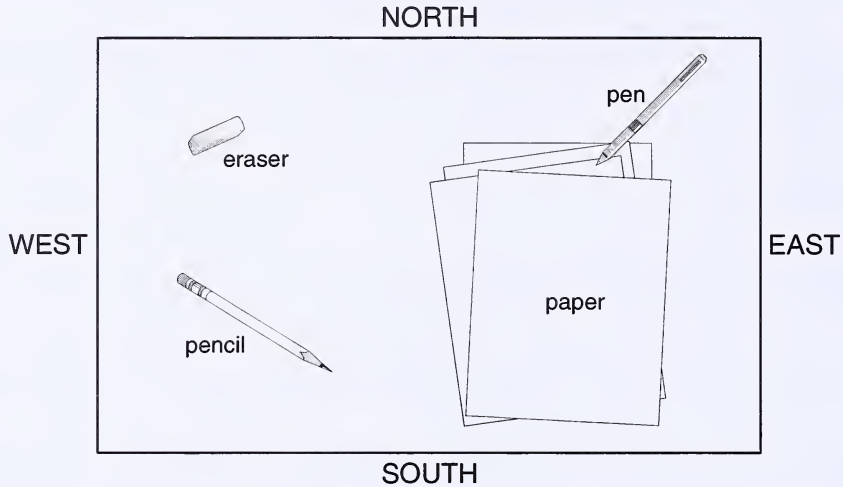
Section 1: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help activities. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment activities. As learning facilitator, you should assist students in choosing the appropriate path.

Extra Help

Part A

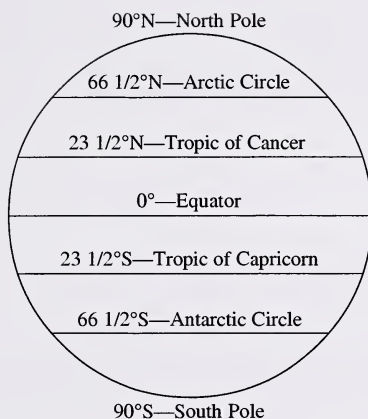
1. a.



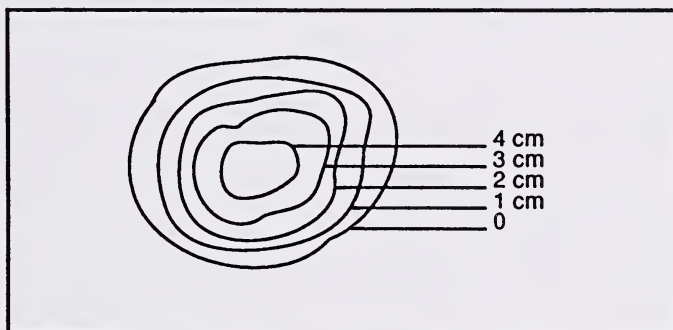
- b. The pen is north of the paper. The eraser is **north** of the pencil. The pen is **east** of the eraser. The pencil is **west** of the paper.
 - c. The distances between the objects will depend upon how large the student's desk is and how far apart the objects are placed. The pen will be **east** of the eraser, and the pencil will be **west** of the paper.
 - d. Answers will vary depending on students' locations.
 - e. Answers will vary depending on students' locations.
2. a. pencil C4
 paper clip B6
 key D5
- b. C = **30°N** latitude D = **40°N** latitude
 - c. 3 = **30°W** longitude 4 = **40°W** longitude
 5 = **50°W** longitude
 - d. Answers will vary. Latitude should have a number, a degree symbol, and a direction. Longitude should have the same three things.

Part B

3.



4. a. to e. The student's potato island contour map should look something like the illustration. The exact size and distance between contour lines will vary according to the size and shape of the potato used.

**Enrichment****Part A**

1. to 4. Answers will vary depending on students' locations.

Part B

5. Answers will vary. The students' climographs will be different depending on which two places they choose. The sample given for St. Louis, Missouri, shows what a climograph should look like.
6. Answers will vary. Students should focus on temperature (warmth, cold) and precipitation (dry, wet).

Section 1: Assignment Answer Key (50 marks)

1. a. Geography deals with people and what they do in their environment. It studies places and what happens in places.
- b. The five major themes, or concepts, that geographers look for include

- location
- place
- movement
- interaction
- regions

(3 marks)

2. Following are possible reasons that a knowledge of geography would be useful to each of the occupations listed.
 - a. farmer: needs to know about soils, climate, and vegetation; must be aware of the location of, and routes to, markets
 - b. police officer: must be able to give directions; must read maps; has to be able to locate places quickly
 - c. geologist: must be able to read maps and surveys; needs to know about climate, landforms, soils
 - d. travel agent: needs to be able to read maps; must know about landforms, climate, routes

Students may have other reasons.

(4 marks)

3. a. You will be able to help them get a good idea of where a particular place is compared with other places.
 - b. You will be able to help people find a particular place exactly.
- (2 marks)**
4. Lines of latitude are measured **north** and **south** of the equator. Lines of **longitude** are measured east and west of the Prime Meridian. The major lines of **latitude** are the equator, the tropics, and the polar circles. **(2 marks)**

- | | Latitude | Longitude |
|---------------------|----------|-----------|
| 5. a. Treasure City | 30°N | 45°W |
| b. Silvertown | 29°N | 42°W |
| c. Richville | 27°N | 47°W |
| d. Port of Hope | 34°N | 48°W |

(4 marks)

6. Students' answers may vary slightly but should be comparable to the following.

a.

City	Latitude	Longitude
Calgary (Canada)	51°N	114°W
Ottawa (Canada)	45°N	76°W
New York (U.S.A.)	41°N	74°W
Paris (France)	49°N	3°E
Beijing (China)	40°N	115°E
Sydney (Australia)	35°S	150°E

b.

Latitude	Longitude	Location
32°S	116°E	Perth (Western Australia)
30°N	90°W	New Orleans (U.S.A.)
60°N	30°E	St. Petersburg (Russia)
53°N	113°W	Camrose (Alberta)
10°S	105°E	Christmas Island (Indian Ocean)

(9 marks)

7. Natural resources are things that are found in nature or the environment that are useful to people, for example, trees, coal, and fish. (Examples may vary.) **(2 marks)**
8. Renewable resources are things that can be regrown or replaced, for example, trees. Non-renewable resources are irreplaceable, for example, fossil fuels. **(3 marks)**
9. The four major types of landforms include mountains, plateaus, hills, and plains. **(1 mark)**
10. The student may choose from these:
 - oceans • straits
 - gulfs • estuaries
 - seas • rivers
 - bays • lakes
 - inlets • lagoons
11. Following are ways in which the weather affects the way that homes are built:
 - Insulation is used to keep cold out.
 - Double-glazed windows are used to prevent frost build-up on the inside.
 - Roofs are shaped to shed water.

Students may have other examples. **(2 marks)**

12. a. Population density describes whether there are many people living close together in an area or whether they live far apart.
- b. The population density for the student's own region will vary. Rural areas will be low density, while city areas have a higher population density. **(4 marks)**
13. Occupations for students' areas will vary depending on their locations. If the environment is rural, with rich soil, the main occupations could be in agriculture. In northern forests, people may be employed in lumbering or pulp mills. Students should show relationships between the environment and the occupations. **(5 marks)**
14. Depending on students' areas, answers will vary. Climate and landform will certainly affect the sports and recreation possible. **(5 marks)**
15. People's beliefs and ideas may affect how they view and interact with the environment. **(3 marks)**

Section 2: Interaction and Movement

Key Concepts

- environmental interaction
- consequences of environmental interaction
- resources development
- environmental limitations
- movement
- trade patterns
- interdependence

Upon finishing this section, students should

- understand that the interaction of people with their physical environment influences patterns of life
- understand that the environment is constantly being changed by human and physical forces
- be able to relate resource development to the basic types of industries
- be aware of how the unequal distribution of resources between regions may lead to the movement of goods, ideas, and people
- have some appreciation of interdependence as a common feature of life

Teaching Suggestions

- Ask the students “What is the environment?” Students can brainstorm their answers in groups or as an entire class. Write their findings on the board. Then make two columns:

How the Environment Affects Our Lives

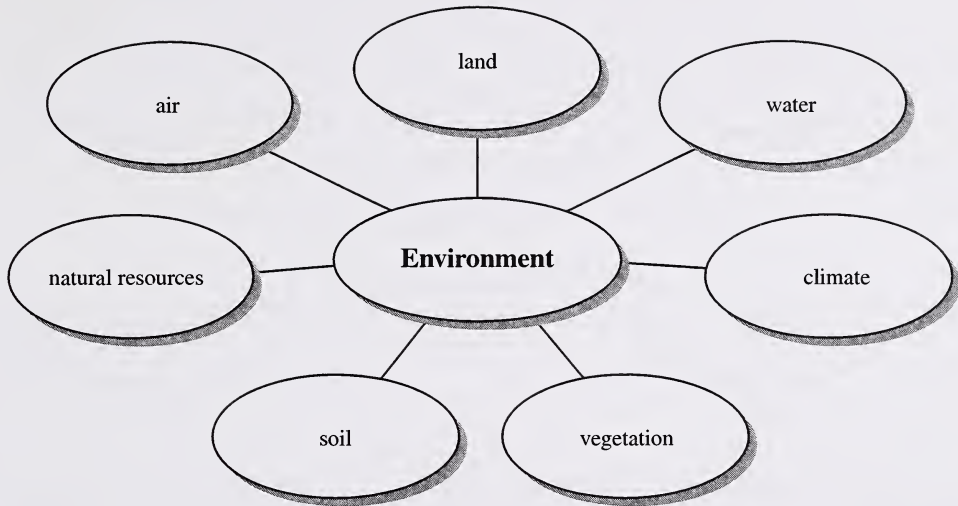
How We Affect the Environment

During the class discussion, write down each suggestion under the appropriate heading. Suggest the interdependence of people and environment. For example, clear-cut logging completely changes the environment of an area. In turn, the sediment running into a river in that area can affect people’s drinking water or fish catch.

- For Activity 2, you could invite someone from each of the industry types to come and talk to the class. Have the students consider how each affects the environment and how each helps people meet their needs.
- In Activity 3, you could get students to list items they have purchased in the last month. Then get them to think about where each item came from. Using a large map, locate the origin of the items.
- Activity 4 can be started with the students giving places they came from (or their parents or grandparents) to show movement of people. Locate these places on a map of the world.

Section 2: Activity 1

1.



2.

Environmental Interaction	Direction of Interaction
sailing	people and environment
flying	people and environment
farming	people and environment
clouds	environment
wind	environment
bridge	people
building	people
lake or ocean	environment

3. Answers will vary.

4. Intentional consequences of environmental interaction are the results that were expected or planned. Unintentional consequences of environmental interaction are those results that were not planned.

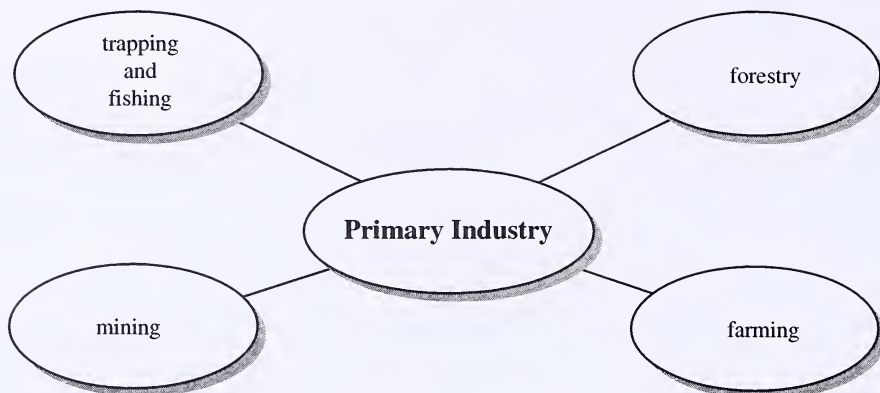
Section 2: Activity 2

1. Answers will vary with the students' locations.

2. fishing hunting and trapping
 logging or forestry mining
 farming

3. a. A primary industry takes resources from the environment.

b.



c. 5.3%

d. A raw material is a natural resource. It is taken from the sea or the land.

e. Examples of raw materials are fish, trees, minerals, corn, and fur.

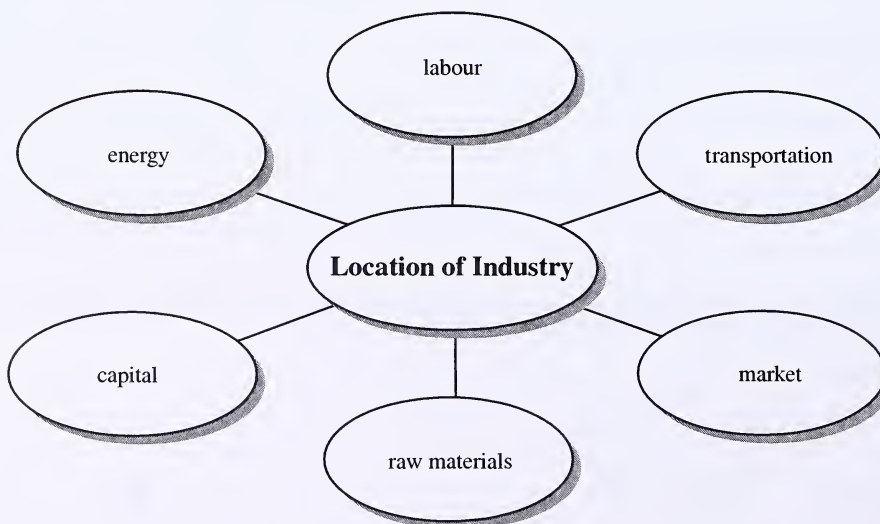
4. Beside the following list of raw materials, indicate whether each is a renewable or non-renewable resource.

- | | |
|------------------|------------------|
| a. non-renewable | d. renewable |
| b. renewable | e. non-renewable |
| c. renewable | f. renewable |

5. a. A secondary industry uses the products of the primary industries and manufactures them into finished goods.

b. 19%

c.



- d.
 - The process may need large amounts of energy and it needs to be near a cheap source.
 - The factory may require many workers so it should be in an area with a large population.
 - It may be cheaper to move the product if the factory is near a railway, seaport, or major highway.
 - In order to sell the product, it may be necessary to be close to the market.
 - To build and run a factory requires a great deal of capital. People are more willing to lend money if the factory is nearby.
- e. Light industries are less noisy, less polluting, and take up less space.
6. a. These service people are shown: bus driver, mechanic or technician, waiter, dentist, hairdresser, letter carrier, agent.
- b. The tertiary or service industry provides services that help in the running of other industries or that make our lives more pleasant.
- c. 60.2%
7. a. The quaternary industry includes people who plan a country's economy, research new products, are advisors to industry, or are high level managers.
- b. 15.5%
- 8.

Primary	Secondary	Tertiary	Quaternary
cutting trees growing oranges digging gravel fishing for cod	assembling computers making newsprint producing soft drinks building motor homes	singing on a cruise ship working in a corner grocery babysitting repairing a television providing fire protection	finding a cure for cancer being president of a large corporation writing a computer program

9. a. Hamlets

- blacksmith, bank, school, church, general store
- provide service to farmers

Villages

- more services added
- restaurants, hardware store, gas station

Towns

- more services—specialty shops such as dress shops, florists, plumbing shops, farm implements

Cities

- result when towns grow
- provide wide variety of services and choices
- variety of jobs, excellent health care, recreational choices
- serve a large area

Metropolitan area

- a city and its surrounding area
The total population of a metropolitan area is larger than the city.

Why do towns and cities grow?

- People move into the area.
- They are attracted by new secondary, service, or quaternary industries.
- The town or city may be on a transportation route, have good banks, etc.

b. Three reasons for the location of cities are

- transportation routes such as rivers
- railway centres
- natural resources, such as minerals, nearby

10. a. Juneau, Alaska

- seaport, capital city

b. Minneapolis, Minnesota

- Mississippi River transportation
- near lumbering industry
- transportation hub
- trucking, airlines
- trade centre for northwest
- agriculture centre

c. Montreal, Quebec

- transportation hub
- railway centre, seaport for goods to be shipped from the Manufacturing Core and Prairie Provinces
- many industries
- largest city in Quebec

d. Yellowknife, Northwest Territories

- largest centre in the N.W.T.
- mining and transportation centre
- capital city of the N.W.T.

Section 2: Activity 3

1. a.	Product	City of Origin
	compact disc	Los Angeles
	chocolate bars	Toronto
	shirts	Seoul
	jeans	New York

b.



2. **Product** **Method of Transportation**

compact disc	truck, possibly rail
chocolate bars	truck, possibly rail
shirts	ship, truck, rail
jeans	truck or rail

3. Transportation used to move products includes

- railway
- road
- water
- air
- pipeline

4. The railway opened up North America. It moved settlers west and raw materials east. Its importance is dropping today, but it still moves grain, natural resources, and freight.

Roads are used to move many products by truck today.

Water was important in the past and is also important today. Ships and barges move freight. The St. Lawrence and Mississippi rivers, Intracoastal Waterway along the Gulf of Mexico, and Pacific coast ports are major areas of water transportation.

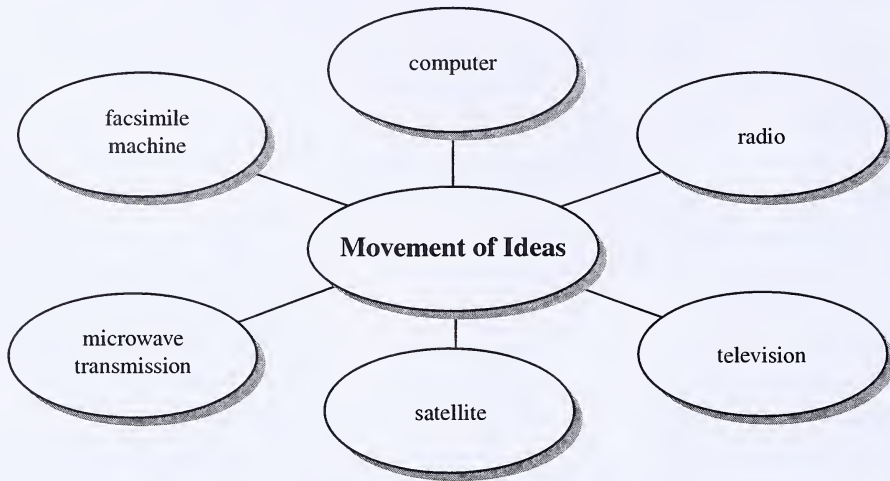
Air routes have been created to move people and some freight across North America and around the world.

Pipelines have been built to move oil and natural gas from supply areas to centres where they are needed and to locations where they can be refined into other products.

5.
 - a. Railroads were commonly used to move goods in the United States in 1945.
 - b. Railroad transportation declined the most between 1945 and 1985.
 - c. There are only a limited number of rivers and lakes on which to move freight.
 - d. It is an expensive method for transporting goods, especially goods that are heavy or bulky.

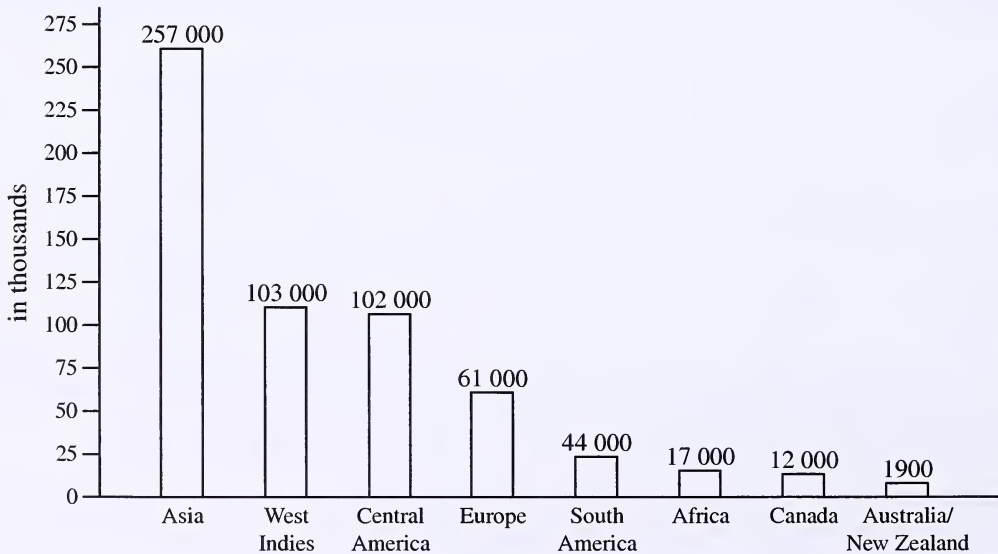
Section 2: Activity 4

1.



2.

Immigration to the United States in 1987



3. Fewer immigrants came to Canada than went to the United States. Asians were the highest number of immigrants to both countries. More Canadians went to the United States than Americans to Canada. West Indians and Central Americans were the second largest groups moving to the United States. Europeans were the second largest group moving to Canada. Australia and New Zealand supplied few immigrants to both countries.

Section 2: Follow-up Activities

Extra Help

Part A

1. Environment is all that is on, in, or surrounding the earth.
2. Environmental interaction is the relationship between people and their environment.
3. Student answers will vary. Any choice that shows an interaction is acceptable.

4.

Type of Industry	Definition
Primary	Primary industries take their resources from the environment.
Secondary	Secondary industry uses the products from primary industry and manufactures them into finished goods.
Tertiary or Service	Service industry provides services that help in the running of other industries, or make our lives more pleasant.
Quaternary	Quaternary industry includes people who plan a country's economy, research new products, are advisors to industries, or are high-level managers.

5. video store: tertiary or service scientist: quaternary
lobster fishing: primary hockey player: tertiary or service
airline pilot: tertiary or service dairy: secondary
compact disc manufacturer: secondary
6. hamlet town
village city

Part B

7. Interaction is the relationship between people and places.
8.
 - a. Primary industries take their resources from the environment.
 - b. Secondary industry uses the products from primary industry and manufactures them into finished goods.
 - c. Service industries provide services that help in the running of other industries or make our lives more pleasant.
 - d. Quaternary industry includes people who plan a country's economy, research new products, are advisors to industries, or are high-level managers.
9. Movement is the exchange of products, people, and ideas among people.
10. Movement occurs because there is unequal distribution of resources between regions.

- | | | | |
|------------|-----------|-----------|-----------|
| 11. radio | microwave | artists | fax |
| television | computer | satellite | telephone |

Enrichment**Part A****Supporting Information**

- provides jobs
- light industry
- not overly noisy
- not polluting

Opposing Information

- perhaps too close to the downtown area (depending where library is)
- might increase the population of the town too quickly
- increase in traffic
- need for new houses, roads, services, water lines

Students should use information from their charts to support their decision. Answers will vary.

Part B

- | | |
|-------------------|--------------------------|
| 1. Product | Country of Origin |
|-------------------|--------------------------|

The products will differ with each student. The countries of origin will differ with each product.

- The world map should indicate the countries of origin and the students' locations. This will vary with the student.
- Students should explain that the movement of products can improve their life-styles. They might also mention that if movement is interrupted, their life-styles may suffer. Specific reference should be made to some products.

Section 2: Assignment Answer Key (35 marks)

- Environmental interaction is the relationship between people and their surroundings (environment). The environment affects people and what they do, and people act on, or change, the environment. The ways students adapt to the environment will vary. **(3 marks)**
- Following are possible answers.

Action	Intentional Consequence	Unintentional Consequence
• putting sand and salt on roads in winter	• provides traction for vehicles and melts snow on roads	• pollutes water systems, corrodes vehicles
• burning the rain forest in Brazil	• provides more land for agriculture, thereby increasing crop production	• contributes to the greenhouse effect, leads to extinction of plant and animal species
• driving cars for personal use	• provides convenient transportation	• adds to pollution, is expensive
• using aerosol sprays	• provides a convenient method for spraying various substances, for example, paint	• may add to destruction of the ozone layer

(4 marks)

3. a. primary industry: a basic industry that takes its resources from the land or water
 b. secondary industry: an industry that manufactures raw materials (products from primary industry) into finished goods
 c. tertiary industry: an industry that provides services that help in running of other industries or that make our lives more pleasant
 d. quaternary industry: the level of industry that creates and transfers information, for example, planning of a country's economy, research, education, or high level management

(4 marks)

4. a. primary
 b. secondary
 c. tertiary or service
 d. quaternary

(2 marks)

5. a. Following are possible answers.

Positive Aspects	
Coal mining job	Furniture building job
• pays more money	• close to home
• needs little training	• clean place to work
• good benefits	• interesting work

- b. Following are possible answers.

Negative Aspects	
Coal mining job	Furniture building job
• dangerous work	• less money
• shift work	• fewer benefits
• work underground	• shift work
• have to drive to work	• need some training

- c. Paragraphs will vary. Students should use the points they have listed in their charts to arrive at their decisions.

d. Following is a sample answer.

Effect on	Possible Outcome or Consequences
• population	• people might move away—the population would decline
• selling price of houses	• the selling price of houses would go down as fewer people would be able to afford to buy
• number of cars sold by dealership	• fewer cars would be sold
• number of businesses	• businesses might close because not as many people would be using them; few new businesses would open
• number of children attending schools	• school populations would probably decrease because people would move away to find work

(15 marks)

6. Movement of goods and products occurs because there is an unequal distribution of resources between regions. (1 mark)
7. a. Advantages to using automobiles for transportation are they are convenient and most places are accessible by them. Also, they are relatively inexpensive in comparison to other forms of transportation.
- b. Disadvantages to using automobiles for transportation are they are polluting and roads use a great deal of land.
(2 marks)
8. a. Answers will vary. An example is given in Section 2, Activity 3 describing the local store owner getting computers from Japan and selling them in your town. Note this must be a regular occurrence to become a trade pattern.
- b. When Canada relies on another country for products and that country relies on Canada for products, these countries are said to be **interdependent**.
(2 marks)
9. a. There are the telephone, television, and radio. We also have computers, facsimile machines, e-mail, and other electronic devices.
- b. E-mail may challenge the post office in the future. Students may have other ideas.
(2 marks)

Section 3: Regions

Key Concepts

- physical regions
- human regions
- single-factor regions
- multifactor regions

Upon finishing this section, students should

- know that regions are the basic unit of a geographic study and can be defined by a variety of criteria
- understand that some regions have only one similar factor, while other regions have two or more factors the same
- be able to identify physical regions as having the same climate, landform, vegetation, or other physical characteristics
- be able to identify human regions as having the same form of government, economic livelihood, population density, or other human characteristics
- understand that regions can and do change over time

Teaching Suggestions

- If you are in a town or city, try to get some zoning maps or someone from council to come to your class. If you use zoning maps, put them on the overhead and discuss with the students why the town or city would be divided into different regions. If you get a guest speaker from the municipal council, let him or her discuss this with the class.
- Making maps for the same areas of land showing the different regions will help the students. These could be done on the overhead with overlapping transparencies to illustrate how regions may overlap.
- You could break the class into small groups and have each group research and define one feature of the area where the students live. One group could report on government, one on economic activities, and so forth. Then get the class together and have the groups put these features together. Have the students classify each of the given features as a physical or human region.

Section 3: Activity 1

1.
 - a. Group one: A, C, E
 - b. Group two: B, D, F
2. See page 48 of *A Geography of Canada and the United States*. Regions are the basic units of a geographic study and can be defined by a variety of criteria. They are parts of a land area that have some common features. The example will vary.
3. Examples: living
 - eating
 - sleeping
 - washing/bathing
4.
 - a. houses, apartments
 - b. factories and warehouses
 - c. warehouses and businesses
 - d. trees, grass, benches, recreation facilities
5. Answers will vary. Common examples include physical, climatic, occupation, soil, or vegetation.

Section 3: Activity 2

1.
 - a. rocks and mountains
 - b. hills and plains
 - c. precipitation (snow)
 - d. leaves
 - e. brown soil shown in the middle
 - f. downtown
 - g. protest by demonstrators
 - h. agriculture
 - i. time zones in Western Canada
 - j. play, drama

2. Answers will vary according to the location in Alberta.
 - a. This may be true only in a very few places in the mountains.
 - b. This is also typical in the Rocky Mountains.
 - c. This is usually found in the southern half of the province.
 - d. Most of the southern half of Alberta and the Peace River area possess these soils.
 - f. Skyscrapers are only in Calgary and Edmonton.
 - g. This is true of Alberta.
 - h. This is not true of Alberta.
 - i. True, Alberta has Mountain Standard time.
 - j. Some Albertans are Moslems who speak Arabic, but not most of the population.
3. The Pre-Cambrian region is almost the same as the Canadian Shield.

The geological region found in the Coastal Plain is the Cenozoic region.

Natural Vegetation Regions		Climate Regions
coniferous forest	similar to	subarctic
tundra	similar to	arctic
desert	similar to	desert
mountain	similar to	highlands

5. Answers will vary depending on where students live.
6. Answers will vary in design. Steps to be given are on page 58 of *A Geography of Canada and the United States*.

Section 3: Follow-up Activities

Extra Help

Part A

1.

		Regions	
Areas	East	Atlantic	Manufacturing Core
		Appalachians	Southeast
Interior		Prairie Provinces	Interior Plains
		Gulf Coastal Plain	
West		Pacific Coast	Cordillera
North		Canadian Shield	Far North

2. Regions are large parts of a land area that have some features in common. Regions are the basic units of geographical study. They can be defined by a variety of criteria.
3.
 - a. Similar Location
 - b. Similar Places: landforms, soil, climate, vegetation, natural resources, human resources
 - c. People interact with environment in similar ways.
 - d. Movement of people, products, and ideas is similar.
4.

Physical Regions	Human Regions
geological	population
landform	political
climatic	economic
soil	time zone
vegetation	cultural
5. Refer to page 58 of the textbook for the five steps.

Part B

Answers will vary depending on locations of students.

Enrichment

Part A

Answers will vary depending on the regions students choose.

Part B

Posters will vary depending on locations students feel are ideal for a holiday.

Section 3: Assignment Answer Key (15 marks)

1.
 - a. true
 - b. false
 - c. false
 - d. true
 - e. false

(5 marks)

Regions may have natural boundaries, such as rivers and mountains, **or** artificial boundaries, **such as borders**.
Regions change **over time**.
The larger the number of factors considered, the **smaller** the region.
 2. C
 3. C
 4. D
 5. A
 6. C
 7. D
 8. B
 9. D
 10. C
- (5 marks)
11. Answers will vary, but should include factors such as similar climate, similar landforms, and similar lifestyles of the people.
(2marks)

12. Rivers provided a source of water for drinking and a means of transportation. (1 mark)
13. a. A human region is an area that results from human influence. It is a region developed by people.
- b. Examples may include the following:
- political regions
 - economic regions
 - cultural regions
 - time zone regions
 - population regions

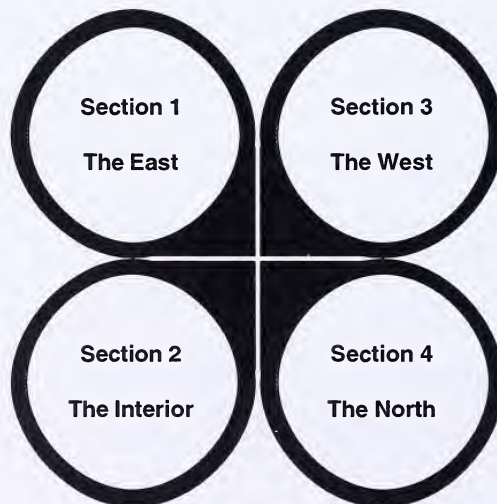
(2 marks)

Module 2: Areas and Regions of Canada and the United States

Overview

Module 1 introduced students to the study of geography. As well, students learned about the five themes of geography: location, place, interaction, movement, and region. Now, in Module 2, they will learn about Canada and the United States, examining regions as a geographer would. Different regions will be studied through the five themes. In addition, a problem or issue will be presented for each region that is studied. Students will be asked to work through these problems or issues.

Module 2 is divided into four sections. Each section deals with one of the main areas of North America. Canada and the United States have been divided into four main areas: the West, the Interior, the North, and the East. Section 1 deals with the East area and includes the problem of acid rain. Section 2 is about the Interior area and examines the problem of soil erosion. In Section 3, the students look at the West area and water shortage problems in some regions within this area. The North area is the topic for Section 4 and, in addition to investigating this area, the students learn about the problems of native land claims, the greenhouse effect, and destruction of the ozone layer.



Evaluation

The evaluation of this module will be based on four assignments. These assignments will be weighted as follows:

Assignment Booklet 2A		
Section 1 Assignment	25 marks	
Section 2 Assignment	25 marks	
Assignment Booklet 2B		
Section 3 Assignment	25 marks	
Section 4 Assignment	25 marks	
TOTAL	100 marks	

Materials Needed

Text: Burley, Tony, and Jim Latimer. *A Geography of Canada and the United States*. Edmonton: Arnold Publishing Ltd., 1990.

Atlas: preferably the *Canadian Oxford School Atlas*, obtainable from the Learning Resources Distributing Centre. (This will be useful throughout junior high and also in senior high.)

As a learning facilitator, you will find the *Teacher's Guide for A Geography of Canada and the United States* to be useful.

Additional resources that might be of interest include the following videotapes:

Section 1: The East

The East

<i>Acid Rain: Requiem or Recovery</i>	27 min.
<i>The Industrial City</i>	16 min.
<i>U.S. Regions—Northeast</i>	22 min.
<i>U.S. Regions—Southeast</i>	21 min.

Section 2: The Interior

Central Lowlands

Section 3: The West

<i>Western Dry Lands</i>	20 min.
<i>U.S. Regions: Mountain Regions</i>	23 min.
<i>Physical Geography—The Pacific</i>	20 min.
<i>The Rocky Mountains</i>	20 min.
<i>Settlement of the Western Plains</i>	14 min.

Section 4: The North

<i>The Edge of the Barrens</i>	14 min.
<i>The Greenhouse Effect</i>	60 min.
<i>The Northlands</i>	20 min.

Other reference books such as travel books, geography texts, and encyclopedias—often obtainable from libraries—may also prove useful. Magazines such as *National Geographic*, *Canadian Geographic*, and *Equinox* would be helpful. The Internet, if students have that capability, can also be a useful tool, particularly for research and enrichment activities.

Teaching Suggestions

To introduce this module on the areas and regions of Canada and the United States, you could have students consider the following:

- How should one go about studying North America?
- Does dividing North America into areas and regions make it easier to study?
- What areas and regions would they divide North America into?
- Why would they choose the regions and areas they did?

Hang a large map of Canada and the United States in the classroom. Students should come to the understanding that by dividing North America into common areas it is easier to study. The students should then be led into choosing common features by which areas can be chosen. Students can then compare their divisions with those the textbook uses on the back inside cover. Guide the students through this discussion to come up with a basis for why this module is divided into the four given areas: the West, the Interior, the North, and the East. Have students recall their knowledge of location, place, movement, and interaction, which they learned in Module 1, as they break North America into areas and regions.

Section 1: The East

Key Concepts

- regions
 - the Manufacturing Core
 - the Atlantic
- location
- place
 - physical characteristics
 - human characteristics
- interaction
 - industry
 - cities
- movement
 - people/products/ideas
- environmental issues
 - acid rain
 - urban decay

Upon finishing this section, students should

- know the different regions that make up the East area of Canada and the United States
- understand the importance of the Manufacturing Core region in regard to North America
- recognize some problems (such as urban decay) that large cities in this area have
- have some knowledge of the consequences of environmental interaction, which are evident in the Atlantic region
- be able to recognize acid rain as a serious environmental problem that the Manufacturing Core must deal with

Teaching Suggestions

- Make maps of North America and the East area to put on the overhead. You can make maps for the Manufacturing Core and the Atlantic regions and show how they overlap on the East area.
- You could introduce students to the East region with some videotapes (listed in the introduction). ACCESS has many of these videotapes.

- Have students write to a travel agency to get information on what could be seen and done on a visit to the various regions.
- Have students brainstorm lists of things they would associate with each region in the East area. As the regions are studied, the students can compare what they listed with what they discover about the area.
- Have students discuss some of today's environmental concerns. From news and general knowledge, they should come up with ideas such as depletion of the ozone layer, the greenhouse effect, pollution, and acid rain. Ask them to consider which would be of greater concern in the East area and why. This could lead the discussion to the problem of acid rain.

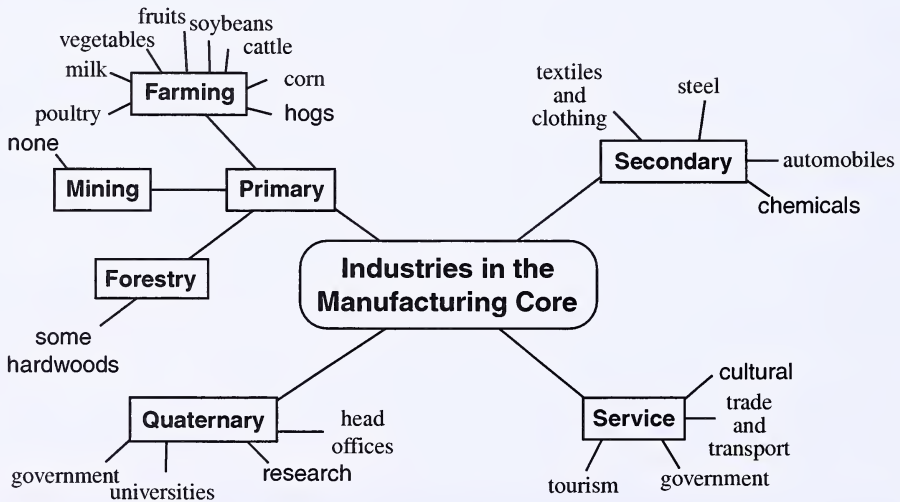
Section 1: Activity 1

- Atlantic
Appalachians
Manufacturing
Southeast
- That portion of the Appalachians is in the Manufacturing Core region.
- Answers will vary. Some possibilities are as follows:
 - There are many cities.
 - There are many industries.
 - There are many people.
- Quebec
Ontario
Wisconsin
Illinois
Indiana
Rhode Island
New Jersey
Maryland
Michigan
Ohio
Pennsylvania
New York
Massachusetts
Connecticut
Delaware
 - 1400 kilometres
 - 700 kilometres
 - The map of areas and regions on the inside back cover of the text can be consulted.
- Coastal Plain
Appalachian Mountains
Interior Plains
- The Coastal Plain is quite jagged and has an irregular coastline; it is low, flat land.
The Appalachian Mountains are low, rounded mountains, which run from northeast to southeast.
The Interior Plains have gently rolling land, which extends from Ohio west to the Rocky Mountains.
- Water is used for transportation along rivers and at ocean ports. The St. Lawrence Seaway is an important waterway. Water is also used to generate hydroelectric power.

8. a. Snowfall and rainfall decrease as you move from the Atlantic coast inland.
- b. January (winter) – 10°C
July (summer) 20°C
- c. January (winter) 5°C
July (summer) 30°C
- d. Boston has cooler temperatures than Pittsburgh because it is located on the coast and it is further north. Pittsburgh is inland.
9. a. The following tribes made up the Iroquois Confederacy:
- Mohawk
 - Onondaga
 - Seneca
 - Cayuga
 - Oneida
- b. Some of the first Europeans to settle in the Manufacturing Core were Dutch, French, and British.
- c. The early settlers lived in Philadelphia, New York, Boston, Newport, and Quebec.
- d. They became factory workers and miners.

Section 1: Activity 2

1.



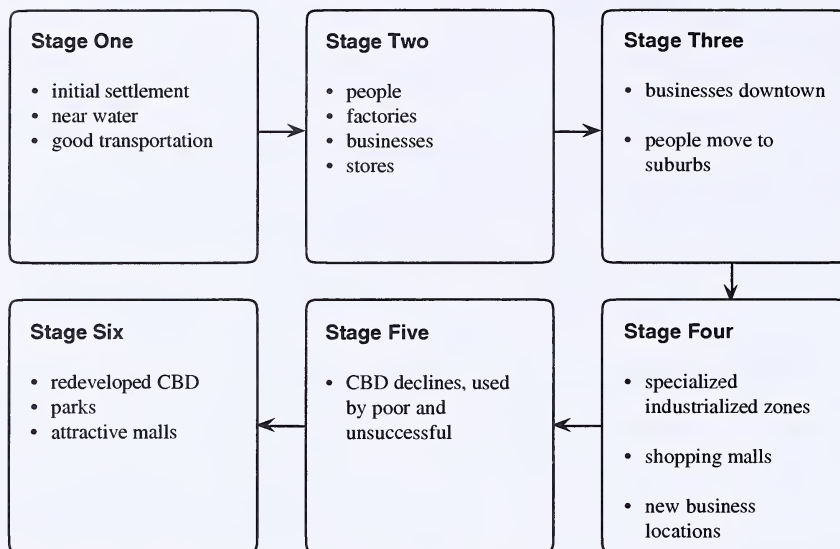
2. a. *Megalopolis* is a word used to describe the supercity that extends from Boston through New York and Washington.
- b. It is the megalopolis from Boston to New York City to Washington.

3.

City	Population	Main Industries
Baltimore	2 303 000	steel mills; copper refineries; manufacture of clothing, automobiles, aircraft, and transportation equipment
Toronto	3 427 000	manufacturing food and beverages; metal fabrication; electrical products; banking; insurance; publishing
Philadelphia	5 891 000	port; steel making; ship building; manufacture of automobiles, aircraft, machinery, textiles, and radios; oil refining; food processing; sugar refining
Chicago	8 147 000	manufacture of steel, railway cars, electrical wire, farm machinery; oil refining; food processing; rail and air centre
Washington, D.C.	3 646 000	government; tourism
Boston	3 729 000	port; manufacture of electronics, pharmaceuticals, and computers
Montreal	2 921 360	railway; seaport; shipbuilding; metal fabrication; sugar refining; clothing, food, and beverages manufacturing; insurance; banking
Detroit	4 629 000	universities; manufacture of automobiles, steel, and automobile parts

- 4.
- It is well protected, free of ice, and at the head of a transportation route to the interior along the Hudson River.
 - New York City has a very high population density.
 - There are many specific districts, which represent similar types of manufacturing, business, or ethnic groups.
 - The major industries of New York include those related to the port; clothing; transportation; finance (banking, insurance, stock markets); publishing; manufacturing electronic parts, jewellery, and scientific instruments; entertainment; museums; art galleries.
 - Unemployment, poor housing, poverty, and crime are some of the problems facing New York City.

5. a.

Stages of Growth in Detroit

b. Answers will vary. The following are possibilities:

- provide affordable housing downtown
- give incentives to businesses to locate downtown
- make the downtown more attractive
- remove derelict buildings

6. a. The land is flat along the east coast and in the western half of the region, making movement easy.

b. The Appalachian Mountains are difficult to cross.

c. Most rail traffic is east-west.

d. There are too many automobiles. Traffic jams result.

7. a. Lake Superior Lake Michigan
Lake Erie Lake Huron
Lake Ontario

b. 183 metres

c. The Seaway was built to bypass the rapids on the St. Lawrence River and to bypass Niagara Falls.

8. a. The size of the locks on the Seaway limits the size of the ships using the Seaway. Also, the cost of using the Seaway is increasing; this may result in a decline in use.

b. The Mississippi River system has its beginnings in the Manufacturing Core.

Section 1: Activity 3

1. a. Acid rain is rain that has a low pH value or is very acidic.

b. Fumes from factories and cars rise into the air. They contain sulphur dioxide and nitrous oxides. Moisture in the air absorbs these gases and becomes a weak acidic solution. When it falls, it falls as acid rain.

- c. Geography determines where acid rain will fall because the direction of the prevailing winds decides where the rain will go.
 - d. Trees are dying. The maple syrup industry is affected. Life in lakes is being killed. Sport fishers and tourists are no longer coming to these areas.
 - e. Two suggested solutions are as follows:
 - Have factories install scrubbers to trap the dangerous gases.
 - Put pollution control devices on cars.
2. a. See page 174 in the textbook *A Geography of Canada and the United States* for the six steps.
 - b. Answers will vary depending on the student. Pages 70, 154, 170, and 183–184 in the textbook have information on acid rain. The following is an example:

Step 1: Acid rain is causing forests to die and is making some lakes too acidic for things to grow in them.

Step 2: What causes acid rain? How does acid rain hurt the forests? What does acid rain do to lakes?

Step 3: Fumes from factory chimneys and exhaust from cars put sulphur dioxide and nitrous oxides into the air. Moisture in the atmosphere absorbs these gases and they come back to earth with the precipitation that falls. Vegetation is damaged by the acidic rain and the soil becomes too acidic for plants to grow. When plant life cannot grow in lakes, there is no food for fish, and the fish die out.

Step 4: Student answers will vary.

Step 5: Student answers will vary. Look for reasons.

Step 6: Factories should have filters on their chimneys to trap sulphur dioxide and other nitrous gases. Cars should all be equipped with special anti-pollution devices.

Section 1: Activity 4

1. Use the “Political Map of North America” on the inside back cover and the map on page 68 of the text to check the sketch map.

2. Outline for the Atlantic Region

LOCATION

- Absolute—43°N to 52°N, 53°W to 76°W
- Relative—along the Atlantic coast, north of Boston, east of Montreal

PLACE

- Physical characteristics
 - landforms—highlands, Appalachian Mountains (White Mountains, Adirondack Mountains), jagged coastline
 - bodies of water—St. Lawrence River, Connecticut and St. John rivers (used for hydroelectric power and transporting logs), Atlantic Ocean (used for transport)
 - climate—long, cold winters, heavy snowfall; short, warm, and humid summers
 - vegetation—mixed conifers and deciduous forests: spruce, balsam, fir, ash, birch, maple (80% of land in forest)
- Human characteristics
 - people—settled in 1605 by French; taken over by British in 1700s
 - settlement—French in Quebec, Acadians in New Brunswick, British in the U.S.
 - occupations—logging, fishing

INTERACTION

- Primary industry—little farming (blueberries, dairy, potatoes, poultry, apples); mining (some coal and granite); oil offshore; fishing (quite important)
- Secondary industry—not major: fish processing, shipbuilding, electronics, light industrial
- Service industry—trade important; shipping, tourism
- Quaternary industry—little; some at universities

MOVEMENT

- People—young people moving out to find jobs
 - Products and ideas—ships, trucks, and rail important in moving goods; CBC all-news centre in Halifax.
3. There is ample plankton off the coast to feed large quantities of fish.
 4. Answers will vary. Look for sound reasoning.
 5. Some areas have been overused (for example, forests removed, ocean overfished, mines used up). In farming, general farming is poor so many farmers have specialized (for example, poultry, dairy, blueberries).
 6. Some possible actions might be as follows:
 - Practise conservation.
 - Research farming methods that can be successful.
 - Allow uneconomic farms to die.
 - Develop industries that are not primary industries.

Section 1: Follow-up Activities**Extra Help****Part A**

1. It is located south from Montreal to Washington, D.C., west from the Atlantic Ocean to Chicago and Milwaukee.
2. Boston
New York
Washington, D.C.
3. Answers will vary. The following are possibilities:

• busy port	• entertainment
• financial centre	• large population
• manufacturing centre	
4. The raw materials are running out.
5. offshore oil tourism
6. The prevailing winds are blowing the acid rain into the Atlantic region. Forests are being destroyed and the maple syrup industry is being damaged. Lakes are dying, too, and sport fishing and tourism are in decline.

Part B**7. States**

New York	Illinois
Michigan	Indiana
Ohio	Pennsylvania
Wisconsin	Massachusetts
Rhode Island	Delaware
Connecticut	Maryland
New Jersey	

Provinces

Ontario	Quebec
---------	--------

8. It is called a megalopolis.

9. steel clothing
 automobiles chemicals
 textiles

10. Urban decay occurs when the central business district of a city declines. Buildings (houses and factories) in the centres of cities have been abandoned or been allowed to decay.

11. fishing forestry

12. The region is pretty. There are few people living there. People can return to nature.

13. Factories and cars spew fumes into the air. The fumes contain sulphur dioxide and nitrous oxides. These gases are absorbed by the moisture in the air and it falls to the ground as acid rain.

14. Acid rain is killing forests and hurting the maple syrup industry. It is also killing life in lakes and streams.

Enrichment**Part A and Part B**

In both cases, answers will vary with the industries chosen and the point of view presented. Students should support their views with reasons.

Section 1: Assignment Answer Key (25 marks)

1. The regions that make up the East area of North America are the

- Atlantic
- Manufacturing Core
- Appalachians
- Southeast

(1 mark)

2. Answers may vary. Following are possibilities:

- west of the Atlantic Ocean
- around the Great Lakes
- south of the Canadian Shield
- west of the Atlantic region
- east of the Interior Plains

(2 marks)

3. C 4. D 5. B 6. B 7. D 8. C 9. C 10. C (4 marks)

11. Reports will vary, however, be sure that reports answer the questions posed in the assignment. Students' reports should reflect an understanding of the causes and effects of the environmental problems selected. Look for sound reasoning in suggested solutions. (10 marks)

12. A 17. D

13. A 18. A

14. D 19. B

15. C 20. D

16. B 21. B (5 marks)

22. Again, answers will vary. Most students will probably say that they would not plan to work in the fishing industry in the Atlantic region because of the decline in fish stocks. Accept answers based on logical reasons. (3 marks)

Section 2: The Interior

Key Concepts

- regions
 - the Prairie Provinces
 - the Gulf Coastal Plain
- location
- place
 - physical characteristics
 - human characteristics
- interaction
 - industry
 - cities
- movement
 - people/products/ideas
- environmental issue
 - soil erosion

Upon finishing this section, students should

- be aware of the different regions that make up the Interior area of North America
- understand that each region has common physical and human geography
- recognize this area as occupying the interior of the North American continent between the Rocky and Appalachian Mountains
- identify agriculture as being important to this area and understand the area's dependence on the physical geography
- develop an understanding of the problem of soil erosion

Teaching Suggestions

- Maps of North America and the Interior region can be made and shown on the overhead projector as regions in the Interior area are discussed.

- Check the area to see if there are any senior citizens who witnessed the “dust bowl” conditions of the 1930s. If anyone can be found, invite that person as a guest speaker to the class to introduce this topic to the students.
- Divide the class into two groups. Have one group discuss common physical geographical features they consider the Interior to have. The second group can do the same exercise but should consider common human geographical features. Then combine the information with each group presenting their information to the class. The common physical geography should include such things as the relative flatness of most of the land area and similarities in climate. Common human geography should include such things as sparseness of population in many areas and the large numbers of immigrants in these regions.

Section 2: Activity 1

- The Interior area is located in the centre of the continent, stretching north from the Gulf of Mexico. It is between the Rocky Mountains, the Appalachians, and the Canadian Shield.
 - The three regions from north to south are the Prairie Provinces, the Interior Plains, and the Gulf Coastal Plain.
- The Prairie Provinces are totally within Canada.
 - Alberta, Saskatchewan, Manitoba
 - Texas, Louisiana, Mississippi, Alabama, Florida
 - Montana Texas
- Because it is part of Canada, the Prairie Provinces are dealt with as a separate region.
- Answers will vary. The following are possibilities:
 - Boundary lines are longitude lines and latitude lines.
 - The Rocky Mountains form the boundary between Alberta and B.C.
- Answers will vary.
- page 100: The photograph illustrates the importance of grain farming in this region.
page 101: This picture shows the flatness of the prairie/grassland.
page 102, left: The photograph shows a large river or lake, suggesting the importance of water in the region.
page 102, right: This photograph shows that ranching is important in the foothills.
page 103, bottom left: This photograph shows how a winter snowstorm affects traffic.
page 103, bottom right: This photograph shows the grain crop being harvested in the fall.
page 104: The photograph shows a summer rain storm over a city.
 - The concept that is illustrated is Place. The following are possible generalizations:
 - Most of the region is flat, with different types of farming being important.
 - The region is affected by physical characteristics such as landforms and climate.
- Calgary
Calgary benefits because the local wind is the chinook, which warms the city in winter.
 - July has the highest temperature in all four cities. January has the lowest temperature in all four cities.
 - On average, Winnipeg has five to six frost-free months.

8. a. Answers will vary.
 b. Answer will vary.
 c. It will probably be very cold, but sunny with little wind.
 d. Usually it is quite warm (for a winter day) with temperatures above average. It is probably windy and sunny.
9. a. • wheat: Saskatchewan
 • barley: Alberta
 • cattle: Alberta

b.

Province	% of Total Production
Alberta	18%
Saskatchewan	19%
Manitoba	10%

10. Drought—overcome by dryland farming and irrigation
 Soil erosion—plant trees and grasses as a wind break

11. They come from oil and gas and from farming.

12. Description of the Prairie Provinces Region

LOCATION

- Relative location—located northwest of the centre of the North American continent
- Absolute location—is mostly between 49°N and 55°N latitude, but extends as far as 60°N in places; stretches between 95°W and 122°W in longitude

PLACE

- Physical characteristics
 - landforms—mostly flat with some rolling sections
 There are three prairie levels that have various landforms (lowland, badlands, foothills).
 - bodies of water—Most major rivers start in the Rocky Mountains and flow east and northeast. Peace River carries the most water. This region also has lakes of different shapes and sizes.
 - soils—deep and fertile soils
 The black soil belt has the best soils; it also has brown soils, good for growing wheat.
 - vegetation—natural vegetation is grass and a few trees
 The northern portions of the region can grow mixed coniferous and deciduous forests.
 - natural resources—A good supply of some minerals exists (coal, gas, oil); there are also some softwoods used by pulp mills.
- Human characteristics
 - population and settlement—grew from a few thousand in 1891 to 4 500 000 today; original settlers from East Canada, U.S.A., and Europe
 - occupations—Originally the main occupation was agriculture, but this is decreasing. Today, people work in factories and in service industries.

- recreation—Answers will vary.
- beliefs—will vary due to the wide variety of cultural backgrounds

INTERACTION

- Primary industries—farming, mining, oil drilling, forestry
- Secondary industries—processing of agricultural products; some petrochemical industry
- Tertiary industries—government and public service jobs; others work in sales, medicine, finance, etc.
- Quaternary industries—research industry, universities, financial head offices of companies

MOVEMENT

- People and products—by road and air; railway still used to move resources
- Ideas—Modern communication keeps us aware of world news.

Section 2: Activity 2

Step 1: The problem is that soil erosion destroys the land.

Step 2: What causes soil erosion? What are the effects of soil erosion?

Step 3: Causes: high winds, drought, floods, poor farming techniques (intensive farming habits), tree removal

Effects: top soil is removed; 1235 bushels per hectare less wheat produced for every 2.5 cm of topsoil removed; farmers leave the land

Step 4: Student answers will vary.

Step 5: Student answers will vary. Look for reasons.

Step 6:

- Farmers can use minimum tillage either through using herbicides or by planting green manure.
- irrigation
- Dryland farming techniques such as tree planting and water conservation can be used.

Section 2: Activity 3

1. Maria might have noted the following:

- several oil storage tanks
- several large ships, tugs
- railyards down to the docks

2. **Description of the Gulf Coastal Plain Region**

LOCATION

- Relative location—long narrow region of southeastern U.S. that borders the Gulf of Mexico
- Absolute location—20°N to 32°N latitude
84°W to 99°W longitude

PLACE

- Physical characteristics
 - landforms—lowlying, very flat; Mississippi Delta; swamps, small islands along coast
 - bodies of water—many rivers; Mississippi is the largest; Gulf of Mexico very important to region
 - soils—sandy, not very fertile
 - Heavy rainfall washes nutrients out of silt soil.
 - vegetation—pine, cypress, and other hardwoods; some grassland; coastal marshes
 - natural resources—fruit trees, fish, oil supplies
- Human characteristics
 - population and settlement—one of the first regions to be explored and settled by Europeans (French and Spanish)
 - occupations—service industry for tourists; citrus and vegetable farms; fishing; oil drilling; petrochemical industry; space administration headquarters
 - recreation—Answers will vary, e.g., beaches, sports fishing, jazz
 - beliefs—Acadian influence (French language and customs maintained) mixed with Spanish

INTERACTION

- Primary industries—agriculture (citrus fruit), fishing, oil drilling
- Secondary industries—petrochemical industry
- Tertiary industries—tourist industry
- Quaternary industries—space administration in Houston, Texas; universities

MOVEMENT

- People and products—railways, interstate highways; waterways (river travel)
 - Ideas—radio, television, newspaper, up-to-date communication
3. a.
 - French Acadians settled in the area in 1755.
 - French language and customs are still in use today.
 - The farms are arranged in long, narrow strips.
 - b. Britain conquered the area of Nova Scotia. In the 1750s, they moved all the French out of Nova Scotia because the British were afraid of a French attack.
 4. Modern agricultural processes and a warm, damp climate have counteracted the problem of poor soils. Good transportation routes have helped, too.

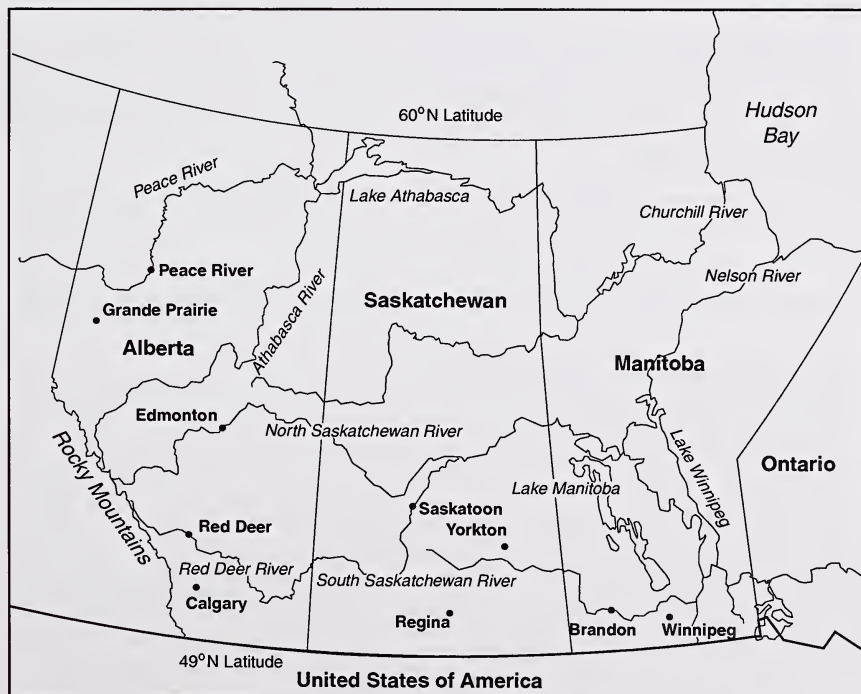
5.

Criteria	Hurricanes	Tornadoes
What are they?	major storm at sea	major storm on land
Where do they start?	in the Atlantic ocean between 15°N and 20°N	on land, usually in Tornado Alley in the Central Plains
What causes them?	Warm air collides with cold air and is forced up. The air mass rotates clockwise.	part of a thunderstorm, which spins down to earth
How big are they?	very large; often several hundred kilometres in diameter	quite small (compared with hurricanes); most are about 100 m wide
How long do they last?	24 hours plus	not long, usually less than 20 minutes
When do they happen?	August to October	March to August

Section 2: Follow-up Activities

Extra Help

1.



2.
 - a. flat
 - b. rich in soils
 - c. continental climate
 - d. sometimes wet, often dry
 - e. cold in winter
 - f. grasslands and parklands
 - g. plenty of farms
 - h. oil and gas are important
 - i. forests used for lumber, pulp, paper
 - j. settled by farmers

3. **Primary**—farming, forestry, furs, natural resources/oil drilling

Secondary—petrochemicals, refineries, aluminum

Tertiary—tourism

Quaternary—space industry, universities

Enrichment

Answers will vary depending on which issue the student chooses. Students may choose either the decline of population in the Prairie region or the decline of the family farm. Check for the reasons students give as they work through the problem. What follows is an example:

Step 1: The problem is that there are fewer family farms each year.

Step 2: Why are family farms declining in number? What effects does the decline of the family farms have on the agricultural industry?

Step 3: Big machinery and other inventions have reduced the need for many workers. Bad times and low prices for products resulted in families leaving the farm for what they saw as an easier life and more certain income in towns and cities. Large corporations are buying up farmland and so there will be a very different future for farming.

Step 4: Student answers will vary.

Step 5: Student answers will vary. Look for reasons.

Step 6: Student answers will vary. Students will likely recommend some form of government help to allow families to stay on farms.

Section 2: Assignment Answer Key (25 marks)

1. The regions of the Interior area include the Prairie Provinces, the Interior Plains, and the Gulf Coastal Plain. (1 mark)
 2. The main landform of the Interior area is flat, low-lying land. (1 mark)
 3.
 - a. The Interior area occupies the **interior (centre)** of the North American **continent** between the **Appalachian Mountains** and the **Rocky Mountains**.
 - b. The Prairie Provinces are located **southeast** of the Canadian Shield.
 - c. The Gulf Coastal Plain is located west of the **Appalachians**.
- (3 marks)

4. Compare students' charts to the one that follows.

Characteristics	Prairie Provinces	Gulf Coastal Plain
Climate	continental	sub-tropical
Landforms	glaciated, flat grasslands	flat, low-lying delta
Major rivers	North and South Saskatchewan, Red, Athabasca	Mississippi
Soils	generally deep and fertile	sandy, not very fertile
Crops	grain	fruit, vegetables
Natural resources	coal, potash, forests, oil, gas	fish, oil

(10 marks)

5. Students' reports should reflect an understanding of the causes and effects of soil erosion. Look for sound reasoning in suggested solutions. Because students have already examined this issue in the Student Module Booklet, you should expect well-written reports. Mark for form as well as content.

Suggested mark distribution:

- content, 6 marks
- organization, 4 marks

(10 marks)

Section 3: The West

Key Concepts

- regions
 - the Cordillera
 - the Pacific Coast
- location
- place
 - physical characteristics
 - human characteristics
- interaction
 - industry
 - cities
- movement
 - people/products/ideas
- environmental issue
 - water shortages

Upon finishing this section, students should

- be aware of the different regions that make up the West area of Canada and the United States
- be able to identify some of the common features of the vast mountainous region called the Cordillera
- understand the problem of water shortages in the Cordillera region, and be able to give some possible solutions to this problem
- recognize the influence climate has within the Pacific Coast region
- consider the importance of the coastal cities of the Pacific Coast region in regard to trade

Teaching Suggestions

- Openers could include a suitable video for each region. Note the list given at the beginning of this module.
- Maps can be used to show North America and the West regions. As you discuss each region, make overhead transparencies to show to the class.
- Students could write for information on California from a travel agency. This can be extended to the Pacific Coast region as a whole where tourism is important. Use the material to introduce students to the region.
- Solving the water shortage problem can be done as a group activity. Break the class into groups; the different groups can work through the problem separately and then compare answers when they are done.

Section 3: Activity 1

1. The green area, called the West, is located on the west side of the continent. It stretches from Mexico to Alaska and extends about a quarter of the way across the continent.
2. Cordillera Pacific Coast
3. a. California British Columbia
Oregon Alaska
Washington
- b. New Mexico Wyoming
Arizona Idaho
Colorado Montana
Utah Nevada
Yukon Northwest Territories
Alberta
4. **Description of the Cordillera Region**

LOCATION

- Relative location—mountain area extending from Mexico to Alaska
- Absolute location—extends from 31°N to 69°N latitude, a distance of over 4000 km

(Note: Students will complete the summary of the Cordillera description in question 7.)

PLACE

- Physical characteristics
 - landforms—mountain ranges, but there are plateaus, hills, ridges, and small plains
 - bodies of water—streams and rivers run through canyons; some lakes exist
 - soils—varies greatly, thin in mountain area and more fertile along river valleys
 - vegetation—large coniferous forests in places; desert vegetation on leeward side; grasslands at higher elevations
 - natural resources—minerals (coal and copper) and trees

- Human characteristics
 - population and settlement—European settlers came from eastern regions to this region. Area has few people; towns and cities are far apart.
 - occupations—mining, some farming and ranching, forestry, service industry
 - recreation—travel to enjoy scenery and natural beauty of area; fishing
 - beliefs—various beliefs
- Beliefs often depend on who original settlers in an area were, e.g., Mormons in Utah.

INTERACTION

- Primary industries—ranching, dryland farming, mining, forestry
- Secondary industries—steel refineries in Utah
Some other minerals are manufactured into products.
- Tertiary industries—tourism service industries at parks and campsites, motels, hotels, stores
- Quaternary industries—little in region as it has few urban centres

MOVEMENT

- People and products—improved roads and air transportation, rail lines
- Ideas—Satellite dishes, personal computers, and fax machines bring ideas to all the region, even its isolated parts.

5. a.

Tectonic Plate Movement	
Causes	Effects
<ul style="list-style-type: none"> • Plates move. • One plate rides up. • Magma is squeezed up. 	<ul style="list-style-type: none"> • Plates crash into each other. • Mountains are formed. • Volcanoes are formed.

- b. Plateaus, hills, ridges, and plains can be found in the Cordillera region.
- c. The Great Divide is a line that follows the highest points of the Rocky Mountains and divides the flow of the rivers.
- d. forests cactus
 desert sagebrush
 grasslands creosote, juniper, and tamarack

6. a. The map shows how the United States has grown in size from 1783 to 1853.

- b. 1783 United States
 1803 Louisiana Purchase
 1818 Wisconsin
 1819 Florida
 1845 Texas
 1846 Oregon
 1848 California
 1853 Gadsden Purchase

- c. Nevada: California
Idaho: Oregon Cession
most of Montana: Louisiana Purchase
most of New Mexico: Texas Annexation
7. Answers will vary. See question 4 for an example.
8. a. Page 136 top—fruit farming
Page 136 bottom—forestry (saw mill)
- Page 137 top—grain farming
Page 137 bottom—cattle farming
- b. copper gold
lead silver
zinc coal
petroleum
- c. Jasper, Banff, Waterton Lakes

Section 3: Activity 2

1. Problems faced by the Montana farmer include
- shortage of water
 - grasshoppers
2. It may become too costly to carry on with one kind of farming.
3. Salt is left behind in the soil, making the soil infertile.
4. The rivers dry up.
5. The Colorado River rises in the **Rocky Mountains**. Its mouth is in the **Gulf of California**, which is part of the **Pacific Ocean**. The river generally flows in a **southwesterly** direction. It has over **60** dams, which block the river. Many large lakes are contained by the dams. They include Lake **Powell**, Lake **Mead**, Lake **Mohave**, and Lake **Havasu**. The river collects many important tributaries such as the **Gunnison River**, **Green River**, **San Juan River**, and Little Colorado River.

Throughout its length, the river is used to supply water to cities such as **Tucson**, **Phoenix**, **Los Angeles**, **Yuma**, and Las Vegas. The Colorado travels through waterways called aqueducts, as well as through pipes. Three important aqueducts are the **Colorado River aqueduct**, the **Central Arizona** project, and the Imperial Valley aqueduct. The river water is especially important to farmers who use it for watering or **irrigating** their crops.

Tourists enjoy the Colorado River for the tourist attractions of the **Grand Canyon** and **Glen Canyon**.

6. Step 1: There is a shortage of water supplies in some places.
- Step 2: Answers will vary. Where is there a water shortage? Why is there a shortage of water here? Why is the shortage of water a problem?
- Step 3: Answers will vary. The information should focus on the shortage of water, for example, by showing precipitation totals, population increases, demands by farmers.
- Step 4: Answers will vary depending on information the student has gathered.
- Step 5: Answers will vary. Look for reasons to support the opinion given.

Step 6: Answers will vary. Consideration should be shown to the needs of Canadians as well as generosity to Americans.

Other solutions might include the following:

- government controls to ensure no further population increases
- diversion of different water supplies
- desalinization of ocean water

Section 3: Activity 3

1. Description of the Pacific Coast Region

LOCATION

- Relative location—most western part of North American continent
- Absolute location—500 km from 62°N to 33°N latitude
117°W (in southern California) to 150°W (Alaska) longitude
(It also includes Hawaii.)

PLACE

- Physical characteristics
 - landforms—coastline changes from sandy to rocky in places; some parts have high cliffs, inlets, valleys, some islands
 - bodies of water—rivers that drain into Pacific Ocean, e.g., Columbia, Fraser, San Joaquin, and Sacramento
 - soils—deep and loamy soil
 - vegetation—rich dense vegetation, coniferous forest
 - natural resources—forests, fish, some minerals
- Human characteristics
 - population and settlement—first settlements from European exploration; California Gold Rush brought in many settlers
Population growth is rapid at present.
 - occupations—forestry, fishing, mining, service industry, television and movie industry
 - recreation—Disneyland attractions, coastline beach areas to enjoy, fishing
 - beliefs—beliefs vary; many recent immigrants from Mexico, Latin America, and Asia added to region's various cultural groups

INTERACTION

- Primary industries—forestry, fishing, some mining (coal and molybdenum)
- Secondary industries—wineries; agricultural industries to make cheese, flour, sugar, packaged meats; forestry product industries; fish canneries; aluminum industry; airplane factory in Washington
- Tertiary industries—service industry to support population and tourists; movie and television industry in California; trade (Pacific Rim) and commerce
- Quaternary industries—head offices for computer industry; electronics centres for research; large university campuses

MOVEMENT

- People and products—sea transportation; cargo ships and tankers for moving goods cheaply; also road and rail routes
- Ideas—up-to-date communication systems

2. a. **State/Province** **Capital**
- | | |
|------------------|------------|
| California | Sacramento |
| Oregon | Salem |
| Washington | Olympia |
| British Columbia | Victoria |
| Alaska | Juneau |
- b. 20°N 155°W
- c. **Photo, page 141** **Photo, page 142**
- | | |
|--------------|------------|
| sea waves | sea waves |
| steep cliffs | no cliffs |
| no beach | wide beach |
- d. **Factor** **Elements Affected**
- | | |
|---------------------------|----------------------------|
| location (continentality) | temperature |
| wind | temperature, precipitation |
| ocean currents | temperature |
3. a. The following are possible answers:
- farming
 - film-making
 - forestry
 - tourism
- b. The photograph shows irrigated fields which are growing crops—perhaps lettuce.
- c. Reasons might include the following:
- cheap transportation
 - climate attracts people
 - snowball effect
4. Sketch maps will vary. Students should include trade routes and products that were given in the instructions.
5. a. North-South route
East-West route
- b. West

Section 3: Follow-up Activities

Extra Help

1. Coastlines are a major landform feature of the **Pacific Coast** region. Mountains and plateaus are major features of the **Cordillera** region. According to the map on the front inside cover of your text, the Pacific Coast region has vegetation that is mainly **coniferous forest**. The Cordillera region's climate is a mixture of four types: **semi-arid**, **mountain**, **subarctic**, and **desert**.

According to the map on page 132, the Columbia Plateau is located in the state of **Oregon**, and Death Valley is located in the state of **California**.

According to the map on page 141, **Portland** is the largest city in the state of Oregon.

Early settlers in the Cordillera region included a religious group named the **Mormons** who settled near Salt Lake City.

2. wineries
cheese making
flour milling
3. computer industry
4. Los Angeles
San Francisco
Seattle
5. a. The following make the Pacific Coast a separate region:
 - common landform features
 - common climatic features
 - common economic opportunities
- b. This region is important in both Canada and the United States for the following reasons:
 - prosperous region
 - good climate
 - many attractions for tourists
 - many resources—mining, forests, farms

Enrichment

Part A

¹ A	L	U	² M	I	³ N	U	⁴ M		⁵ C	A	
R			O		A		I				
⁶ N	⁷ O	R	T	⁸ H	P	A	C	I	⁹ F	¹⁰ I	C
	L		¹¹ H	O	A		E		¹² A	N	
	Y			M				¹³ T	U	N	A
¹⁴ I	M			¹⁵ E	¹⁶ D				L		
	P		¹⁷ G	R	A	I	N		¹⁸ T	A	¹⁹ D
²⁰ S	I				R						I
	²¹ A	²² L	A	²³ S	K	A		²⁴ L	²⁵ A		S
²⁶ L		E		A			²⁷ S	A	L	O	N
O		²⁸ S	A	N	²⁹ D	I	E	G	O		E
³⁰ G	A	S			A		A		H		Y

Part B

Students' posters will vary. The posters should be informative and interesting.

Section 3: Assignment Answer Key (25 marks)

1. The Cordillera and the Pacific Coast are considered regions because each has several features in common. The Cordillera is made up of a large mountain area that extends down the west side of North America. The Pacific Coast region follows the coastline between the Cordillera and the Pacific Ocean. **(2 marks)**
2. The mountains of the Cordillera affect the climate in the following ways:
 - high precipitation on the western or windward side
 - drier on the leeward side
 - hotter in summer, colder in winter because the mountains cut off the moderating effects of the ocean**(2 marks)**
3. Warm temperatures and high precipitation make this the richest vegetation region on the continent. **(1 mark)**
4. Trade plays a significant role in the Pacific Coast region. Large amounts of goods and money are exchanged in the port cities of the region, making trade a major industry here. Rapidly expanding trade with the Pacific Rim countries has increased the importance of trade in this region. **(5 marks)**
5.
 - a. The Colorado River has been described as the “river that does too much” because it supplies water to many large cities and irrigation for several states in the southwest part of the United States as well as providing water to part of Mexico. There are many demands made of this river.
 - b. The Mexican farmers are concerned because there is very little water left for them by the time the Colorado River reaches Mexico, and what does reach them is salty.**(3 marks)**
6.
 - a. The North American Water and Power Alliance has proposed that water supplies should be shared more evenly across the continent.
 - b. This could be done by diverting the flow of rivers and by using channels, tunnels, and pipes to carry water across the mountains.
 - c. Objections to this plan include the following:
 - It would be very expensive.
 - Many Canadians are fearful that it would create future water shortages for Canada.
 - It might create climate problems where the rivers used to flow.**(4 marks)**
7. Two results of too much irrigation are
 - rock and soil salts that are dissolved in the irrigation water are deposited in fields resulting in soil infertility
 - costly court battles over ownership and control of water supplies creates a great deal of suffering and hardship**(2 marks)**
8. Students have worked through the problem-solving technique in Activity 2 of this section to arrive at a decision regarding this question. Therefore, they should come up with thoughtful compositions expressing their points of view. **(8 marks)**

Section 4: The North

Key Concepts

- regions
 - the Canadian Shield
 - the Far North
- location
- place
 - physical characteristics
 - human characteristics
- interaction
 - industry
 - cities
- movement
 - people/products/ideas
- environmental issues
 - the ozone layer
 - the greenhouse effect
- native land claims

Upon finishing this section, students should

- be aware of the different regions that make up the North area of Canada and the United States
- better understand the human and physical geography of the North area
- be able to identify some of the resources supplied by the Canadian Shield
- better appreciate the delicate environment of the Far North
- have some knowledge of the causes and effects of problems regarding the ozone layer and the greenhouse effect
- better understand the viewpoints of native people regarding land claims

Note: Both the textbook and this module were written before the formation of the territory of Nunavut (April 1, 1999). Students should be made aware of this.

Teaching Suggestions

- There are several videos listed in the introduction for this module that could be used to introduce this section.
- Have students list what they know about the North before starting the module. These lists could then be referred to when the section has been completed to see how the students' ideas of the North have changed.
- Maps can be made for the overhead to show the area and regions being discussed.
- Debate one of the issues discussed by assigning students different roles. Native land claims could be discussed with the class divided into groups that represent the views the native people have and the views government or industry might have. The greenhouse effect and ozone layer could also be looked at from the viewpoint of environmentalists and of industrialists. Be sure students' viewpoints are defensible. This can help students to better understand these issues.
- If you have a spare bulletin board, you could put up articles about the issues discussed in this section. Ask students to watch the newspapers and magazines they read for articles on native land claims, the ozone layer, and the greenhouse effect. These can then be discussed when the issues are presented.

Section 4: Activity 1

1. Answers will vary. The following are suggestions:

cold	snowy	Inuit
few people	continuous daylight/darkness	polar bears
small buildings	snowmobiles	no trees

2. Answers will vary.

3. **Territory**
Northwest Territories

Provinces
Newfoundland
Quebec
Ontario
Manitoba
Saskatchewan
Alberta

States
New York
Michigan
Wisconsin
Minnesota

4. a. igneous metamorphic
- b. Igneous rocks were formed when liquid matter hardened over 600 million years ago. Metamorphic rocks are formed when igneous rocks are twisted and put under pressure or melted by tectonic force.
5. a. Glaciers during the Ice Age wore down the mountains of the Canadian Shield.
b. Much of the soil was scraped away by glaciers.
6. A boreal forest is a northern forest. Most of the trees are coniferous: white and black spruce, jack pine, balsam, fir, and tamarack.
7. Most of the settlements are along the southern edge of the Shield concentrated in a few nodal points. These nodal points may be mining, transportation, or pulp and paper centres.
8. copper uranium
gold zinc
iron ore nickel
9. The minerals may run out and the mine closes. Prices of the mineral move up and down; this may cause the mine to close.
10. A **shaft** or hole is dug into the earth until it reaches the mineral. Once the mineral is found, **tunnels** are dug along each side of the shaft. A **hoist** or elevator is used to bring the **mineral** to the surface. It is also used to take **people** and **equipment** underground. Miners break the rock into smaller pieces by **cutting** and **drilling**. Other miners are **carting** and **loading**.

Section 4: Activity 2

1. A renewable resource is one that can be regrown or replaced after use.
2. Seventy percent of Canada's and 14% of the United States' electricity is hydroelectric.
3. There is ample water. Much of the region is undeveloped and so can be flooded.

4. It destroys animal habitats. It floods land belonging to people.
5. It flows into James Bay.
6. The Inuit and Aboriginal Peoples are affected by this power project.
7. Water is trapped by a dam. It flows down a tube called a penstock. At the bottom of the penstock is a turbine. The falling water causes it to spin. A generator produces electricity.
8.
 - a. Quebec
 - b. It has many rivers to produce power.
 - c. The Prairies produce the least amount of hydroelectric power.
 - d. There are few large rivers. It is a dry region.
 - e. Ontario can generate electricity from coal, oil, and nuclear power.
9. Forestry would support 144 000 people.
10. Other jobs in the forestry industry include the following:
 - driving trucks
 - planting trees
 - working in mills
 - working in offices
 - cooking
11. There are ample trees.
12.
 - Replanting of new trees is costly.
 - It takes forty to a hundred years to grow a new forest.
 - Mills can pollute the air and water.
 - Foreign companies are beginning to own the mills.
 - Profits may leave Canada.
 - Foreigners control our natural resources.

Section 4: Activity 3

1. Northwest Territories Yukon Territory Alaska

2. Outline for the Far North Region

LOCATION

- Absolute location—60°N to 83°N, 62°W to 168°W
- Relative location—sweeps across the top of North America from 60°N to the Arctic Ocean

PLACE

- Physical characteristics
 - landforms—northern islands, mountainous; Cordillera mountains in Yukon, NWT, and Alaska; irregular coastline
 - bodies of water—surrounded by Atlantic, Arctic, and Pacific Oceans; Mackenzie River most important
 - soils—permafrost (causes problems for roads and buildings)
 - climate—winters long, dark, very cold; summers cool and short; wet along the Alaska coast
 - vegetation—mosses, lichens, arctic flowers, low shrubs, grasses, short trees
- Human characteristics
 - Inuit—70 000 live in Far North. Some fish and hunt whales, seals, and caribou. Most live in towns and villages; others work at construction, canneries, government.
 - Indian—12 000 scattered across Far North; few nomadic; most in villages; some returning to traditional way of life
 - Aleut—6000 live in southwestern Alaska; they fish or work in canneries
 - Métis—mixture of French, British, and native backgrounds; considered native people
 - Non-native—in the minority; over half in Alaska; work in construction, government, fishing, mining, or oil

INTERACTION

- Primary industry—furs, but trapping declining; fishing important especially salmon; little farming (too cold); gold, lead, zinc important minerals; oil in Prudhoe Bay and Mackenzie Delta
- Secondary industry—almost none; some canneries and pulp mills
- Service industry—second largest industry (government and tourism)
- Quaternary industry—little; universities in Alaska; some scientific research

MOVEMENT

- Water—coastal ferries carry goods to communities, oil tankers
- Road—Mackenzie Highway, Dempster Highway, Alaska Highway, Dalton Highway; most are gravel
- Air—important in Far North; receive supplies by plane
- Pipeline—Alaska pipeline (heated, half buried)
- Ideas: communications—television and radio; some native programs

3. Permafrost is soil that is permanently frozen. It may thaw only a few centimetres.
4. Permafrost limits the type of vegetation grown. When it melts, soil becomes unstable. Roads must be built on a thick layer of gravel. Sewer and water lines are built inside insulated boxes called utilidors. Buildings must be built on piles.
5. Drilling—Supplies must be flown in or brought in on a barge. New communities, roads, and landing strips have to be built. There should be as little disturbance to the environment as possible. Oil and natural gas development is very costly.

Pipelines—The pipeline must be heated for the oil to flow. It is surrounded by a jacket of brine. The pipeline is built above ground along caribou routes so that the caribou can cross. Pipelines are costly.

6. Step 1: Natives are taking political action to protect their way of life. They want to control the uses of land. They want the legal right to govern their lands. They demand compensation for the land they lost.

Step 2: Questions may vary. They will be related to issues given above.

Step 3: Answers should match questions in Step 2. See information in Step 4.

Step 4: In 1971, natives in Alaska were given 75 million square kilometres and one billion dollars. Native corporations were set up to distribute land and money.

In 1975, Aboriginal Peoples and Inuit in James Bay wanted compensation from the James Bay Project. They received \$225 million, rights to over 16 500 square kilometres, and hunting and trapping rights to 150 000 square kilometres.

The Dene of the Mackenzie Valley, the Inuit in the western Arctic, and the Inuit of the eastern and central Arctic are demanding land-claim settlements.

Step 5: Answers will vary. Look for reasons to support the opinion given.

Step 6: The government and the natives can negotiate land and money payments. Development in the Far North can be restricted.

Section 4: Activity 4

1. After a car burns leaded gasoline, lead is released into the air. Lead concentrates in the body and kills nerve cells.
2. The smoke kills vegetation nearby and contributes to acid rain.

3. The ozone layer is a part of the atmosphere located between 15 and 40 km above the earth. A small amount of ozone gas is found here. Ozone protects us from the harmful ultraviolet rays of the sun.
4. Air pollution is causing a thinning of the ozone layer.
5. a. CFCs are chlorofluorocarbons.
- b. They break down the ozone layer, causing holes to form. This allows the sun's ultraviolet rays to get through. This may result in skin cancer.

6. a.

The Greenhouse Effect is caused when the gasses released into the air by cars and factories traps heat. This acts like an insulating blanket that keeps heat from the sun from escaping into space. This results in the earth warming.

- b.

(1) the climate

 - Temperatures near poles will rise by 9°C.
 - Colder places will be warmer, other places may suffer drought.
 - Glaciers will melt and water will increase.
 - There will be more clouds and more rain.

(2) the vegetation

- Some places will dry up and lose vegetation.
- Permafrost will disappear in parts of Far North.
- More vegetation will grow in northern regions.

(3) people in cities

- Cities along the coast and low areas may flood.
- People will have to move.

(4) farmers

- Farmers may change farming methods.
- There will be some crop changes.

(5) people wanting to relax in the sun

- More sun will result in skin cancer.
- People cover up in sun.

c.

Person: Environmentalist

Comments about the greenhouse effect: This is an important issue. We must change the way we live. We can't rely on government; we must do it ourselves.

Value: Environment is important.

Person: Industrialist

Comments about the greenhouse effect: concerned; already doing something, but it's costly; need help from government or prices will rise and workers will lose jobs

Value: Keep the factory operating at the lowest cost.

Person: Scientist

Comments about the greenhouse effect: carbon dioxide has increased; temperatures will rise 3 to 6°C; growth of plants will increase

Value: It will benefit plants in the environment.

Person: Coal Miner

Comments about the greenhouse effect: says there's too much fuss about pollution; doesn't believe all that has been said by others; doesn't want to lose his or her job

Value: Keep a job to support a family.

d.

The last box should consider what the student has read on pages 172 and 173. Answers will vary.

Section 4: Follow-up Activities

Extra Help

- | | | |
|------------------|---------------|-------------------------|
| 1. James | 7. Permafrost | 13. oil |
| 2. igneous | 8. flood | 14. heated |
| 3. North | 9. Alaska | 15. chlorofluorocarbons |
| 4. Glaciers | 10. chemical | 16. issue |
| 5. non-renewable | 11. Aleut | 17. Greenhouse |
| 6. Innukitut | 12. Iqaluit | |

Puzzle Answer

1. J A M E S
2. I G N E O U S
3. N O R T H
4. G L A C I E R S
5. N O N - R E N E W A B L E
6. I N U K T I T U T
7. P E R M A F R O S T
8. F L O O D
9. A L A S K A
10. C H E M I C A L
11. A L E U T
12. I Q A L U I T
13. O I L
14. H E A T E D
15. C H L O R O F L U O R O C A R B O N S
16. I S S U E
17. G R E E N H O U S E

Solution

A G R E A T P L A C E T O T O U R

Enrichment

Part A

1. Questions will vary. They might include questions about the uses of nickel in the future, solutions to the problem of pollution, the amount of mineral still in the mines, and the success of the new industries in Sudbury.

2. Iqualiut

- 3600 people, a small town
- on the coast of the Atlantic Ocean
- an Arctic climate with tundra vegetation
- government offices, fur trading centre, shipping centre
- some nonnatives, many Inuit
- a port

Inuvik

- 3400 people, a small town
- on the Mackenzie River, close to the Arctic Ocean
- Arctic climate with tundra vegetation
- government offices, fur trading centre
- warehouses for oil industry
- summer port on the river
- some non-natives and many Inuit; a few Aboriginal People

Whitehorse

- 15 000 people, a small city
- in a valley near mountains
- large centre in the Far North
- subarctic climate with coniferous forest vegetation
- summer tourists, government offices, transportation centre

Juneau

- 29 400 people, a small city
- along the Pacific coast not far from British Columbia
- a maritime climate with a coniferous forest
- government offices
- tourism; travel only by ferry or by airplane
- jagged coastline, mountainous area, glaciers

Part B

3. Students should discuss the following:

Population

- Northern towns and cities are much smaller than those of the Manufacturing Core.
- There are thousands in the northern towns and cities, while the Core has millions.
- Populations in the cities of the Core are more stable than those of the Shield.

Industries

- The industries of the Shield are almost all based on primary resources of minerals and the forest.
- They employed fewer people, and they were less in number.
- Industries in the Core were more numerous, and they were secondary and service.

Resources

- The Shield survives on minerals that are non-renewable; when they run out, towns decline when workers move to other locations.
- Industries based on minerals or forests tend to pay workers less.
- Industries in the Core use the resources from the Shield or wherever they can obtain them; if one location in the Shield runs out of a resource, the industry in the Core looks for a new supplier.
- The industries in the Core tend to pay workers higher wages.

4. Answers will vary; however, students should use data from page 161 of the text and from Activity 2, Section 4, Module 2.

Section 4: Assignment Answer Key (25 marks)

1. a. The regions that are in the North area of the North American continent are the Canadian Shield and the Far North.

b. The provinces, states, and territories found in the Canadian Shield include the following:

- Newfoundland
- Quebec
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- Northwest Territories
- New York
- Michigan
- Wisconsin
- Minnesota

c. The territories and states that are included in the Far North are

- Northwest Territories
- Yukon Territory
- Alaska

Students may have listed Nunavut, which has come into being since their textbook was written.
(3 marks)

2. B 7. A

3. A 8. B

4. C 9. C

5. C 10. D

6. A
(9 marks)

11. Problems could include the following:

- The process of clearing and replanting is costly. It is also necessary. New trees may take forty to a hundred years to become fully grown.
- Pollution: Mills pollute the water and air. Anti-pollution devices are very costly but also necessary.
- Foreign Ownership: Canada doesn't have enough capital to build all the mills, so mills are built by Japanese or American companies. We lose some control over our natural resources. Mills and towns can be abandoned when nearby forests have been cut down.

(2 marks)

12. Answers will vary. Students should consider the following:

- pressure to change from their traditional culture
- high unemployment
- development of schooling to meet native needs
- effect of development on the environment of the region
- native and claims
- proposal for native self-government

(3 marks)

13. a. and b. Answers will vary. Students should use information from their studies on acid rain, the ozone layer, and the greenhouse effect as well as other information. Possible solutions should be logical. (8 marks)

Module 3: Canada's Early History

Overview

In this module, students will examine colonization, exploration, expansion, and settlement in Canada. The first section of the module begins with an examination of the establishment of the colony of New France and continues with an examination of the government, economy, and society of New France. It ends with the defeat of New France in Quebec and the establishment of a British military government. The focus of this section is that colonization was one result of competition between France and Great Britain for new territories.

The second section, *Living with Our Differences*, deals with the British attempts to govern New France. The Royal Proclamation, 1763; the Quebec Act, 1774; and the Constitution Act of 1791 are examined in some detail. Through the study of these acts, students should begin to appreciate the idea of founding nations. Upon completion of this section, students should be aware that governing is a process and is, therefore, changing and will continue to change.

Section 3 deals with the exploration and settlement of Canada. It begins with an examination of three Aboriginal groups: the Iroquois, the Plains Indians, and the West Coast Indians. Students will then find out about the Hudson's Bay Company, the North West Company, and the fur traders, such as Simon Fraser and David Thompson, who opened up Western Canada to European settlement. The last two activities deal with the United Empire Loyalists and the Red River Settlement.



Evaluation

The evaluation of this module will be based on three assignments. These assignments will be weighted as follows:

Assignment Booklet 3A	
Section 1 Assignment	50 marks
Assignment Booklet 3B	
Section 2 Assignment	25 marks
Section 3 Assignment	25 marks
TOTAL	100 marks

Materials Needed

Students need the textbook *Canada: The Making of a Nation* (Calgary: Weigl Educational Publishers Ltd., 2000).

Additional resources which might be of interest include

- *Journeys of Exploration* by Stan Garrod, Fitzhenry and Whiteside
- *Indian Peoples of Canada* by Palmer Patterson, Grolier
- *United Empire Loyalists* by Alan Skeoch, Grolier
- *New France and War* by Desmond Morton, Grolier
- *The Acadians* by Barry Moody, Grolier

You might also consult your local film library and ACCESS for suitable videotapes.

Teaching Suggestions

Have a class discussion on competition. The students could discuss such questions as the following:

- What is competition?
- What things do the students themselves compete for?
- What things might countries compete for?

This discussion could lead into how the competition between France and Britain led to the colonization of North America.

The class could then go on with a discussion, either in groups or as a whole class, to examine how the French and the British have lived with their differences. Canada's political history has been influenced by the nation having two founding peoples. Learning this historical background will help students better understand issues Canadians still face today.

Section 1: British and French Colonies in North America

Key Concepts

- colonization
- competition between France and Britain for new territory
- New France
- British colonies
- colonial government

The basic goals of this section are to ensure that students

- understand that Canada was colonized partly as the result of competition between Britain and France
- have some knowledge of the authority of colonial government of New France and of the British colonies

Teaching Suggestions

- A good question for group discussion is, "Who started the process of forming Canada into a nation?"
- Overhead transparencies work well for showing maps of Britain and France as well as the British colonies and New France. Map outlines give the students a visual image of the topic. Overheads could also be used to present growth charts of the colonies and their populations.
- Some role-play activities could be done where students are selected to play the parts of different people in New France (a seigneur, habitant, intendant, priest or nun, or company man) and to present the objectives and interests these people would have in the development of New France.
- The class may also be divided into two groups to discuss the battle for Quebec. What plans and strategies would each side make?

Section 1: Activity 1

The purpose of this activity is to help students to

- understand the concepts of competition and colonization
 - realize that Britain and France were in competition and that both established colonies in North America as a result
 - identify the location of these early colonies in North America
1. Reasons for competition between Britain and France included the desire for new territory, furs, fish, lumber, and other riches. Students may suggest other reasons.
 2. The lakes and rivers that formed part of New France included the following:
 - St. Lawrence River
 - Lake Huron
 - Lake Ontario
 - Lake Erie
 3. The British colonists settled along the Atlantic Ocean.
 4. The British colonists may have settled where they did for any of the following reasons:
 - closer to Britain
 - good climate
 - first landed there
 - good soil
 - resources were abundant
 5. a. competition: an effort to obtain something wanted by others; a rivalry or a contest, especially one in which there is a prize for the winner
 - b. colony: a territory distant from the country that governs it, or a settlement made by a group of people who still remain citizens of the original country
 6. When they made their voyages to North America, the early European explorers were looking for a direct route to Asia, where they hoped to acquire spices and other riches.

Section 1: Activity 2

1. The purpose of Cartier's first voyage to North America was to seek a route to Asia where it was hoped he would find gold and other riches.
2. The purpose of Cartier's second voyage to North America was to help establish a colony in the New World and to search for gold and diamonds. Cartier's group built a small fort near Stadacona (present-day Quebec City) where they endured a harsh winter. When the other half of the expedition failed to arrive, Cartier's discouraged group returned to France. This attempt at colonization failed. However, Cartier's travels provided reliable maps of the eastern shores of Canada.
3. a. Answers will vary. Some possibilities follow:
 - Suggest Cartier get permission of the Aboriginal people and their chief.
 - Advise Cartier to take artifacts instead of Iroquois as evidence to show the people in France.
 - Advise him of possible bad relations that might result from his actions.
- b. Answers will be personal opinion but should be supported by a logical reason.

4. Students' completed time lines should be similar to the following.

1603: Champlain sails up the St. Lawrence convinced he has discovered a **route** to China. He finds a plentiful supply of furs.

1604: Champlain and de Monts are granted exclusive trading rights in New France in exchange for founding a colony, exploring the land, and converting the Algonquians to Christianity.

1605: Champlain and de Monts build the colony of Port Royal; their **fur trade** monopoly is cancelled and Champlain returns to France.

1608: Champlain founds a colony at Quebec, establishes trade with the Huron nation, and explores the area.

1609: Champlain joins the **Huron** to fight against the Iroquois. In the following years, he continues to explore and map the area and to further the fur trade.

1620: Champlain's wife joins him in Quebec. As governor of New France, Champlain works hard to promote the colony on the **St. Lawrence River**.

5. The main purpose for the settlement of Quebec was to make money for the king of France and for Champlain by establishing a thriving fur trade.
6. Following are two consequences of Champlain's decision to join forces with the Huron against the Iroquois besides the long-lasting conflict between the Iroquois and the French colonists:
- The fur trade in the region almost stopped.
 - Champlain was allowed to explore the interior in search of a route to Asia.
7. Students' answers may vary. Following is a possibility.

Perhaps Champlain felt that agreeing to fight with the Huron was the only way to gain access to Huron territory. He may also have seen it as an opportunity to convert the Huron to Christianity. He could have remained neutral and tried to accomplish his goals by negotiating with the Huron people.

8. a. The Iroquois, the Huron, and the Algonquian were found here.
- b. Lake Ontario, Lake Erie, and the St. Lawrence River separated the Huron from the Iroquois; the St. Lawrence River separated the Algonquian from the Iroquois; and the Ottawa River separated the Algonquian from the Huron.
- c. French explorers and settlers would probably have met the Algonquian and perhaps the Huron.
- d. Two possible water routes were
- Ottawa River, French River, Lake Nipissing, Georgian Bay
 - Lake Ontario, Lake Erie, Lake Huron
- e. The Aboriginal Peoples would probably fight among themselves in order to trade furs with the French.

Section 1: Activity 3

1.

King Louis XIII promised...	The Company promised...
<ul style="list-style-type: none"> to give the Company control of the fur trade from Florida to the Arctic Circle and from Newfoundland to beyond the Great Lakes 	<ul style="list-style-type: none"> to settle 4000 Roman Catholics along the St. Lawrence River within fifteen years

2. Difficulties that hindered the development of the Quebec colony included the following:
 - Because of war between France and Britain, settlers and supplies failed to reach the colony.
 - The ongoing hostilities with the Iroquois reduced profits and discouraged new settlers.
 - Disputes among the governor, the clergy, and the merchants also created problems.
3. Outlines may vary somewhat but should be similar to the one that follows.

Royal Government in New France

- I. Reasons Louis XIV appointed government officials in New France
 - A. New France was in difficulty, so the king took control of its government.
 - B. King Louis planned to govern **wisely but with absolute power**.
- II. Important officials of government
 - A. Governor
 - B. **Intendant**
 - C. **Bishop**
- III. Duties of each official
 - A. Governor
 - **king's representative**
 - **headed all ceremonies and meetings**
 - **commander-in-chief of armed forces**
 - **usually a professional soldier**
 - B. Intendant
 - **managed everyday affairs of colonies**
 - **handled colonies' expenses**
 - **developed the economy**
 - **kept law and order**
 - **appointed a captain of militia**
 - C. Bishop
 - **appointed by the pope in Rome but acceptable to the king of France**
 - **carried out the work of the church in New France**
- IV. Contact with France
 - A. officials sent **long reports to minister in charge of the colonies**
 - B. **minister reported to the king and sent the king's instructions to New France**
4. The royal government sent a large force of French soldiers to fight the Iroquois. The first expeditions against the Iroquois failed. A second force destroyed Iroquois villages and burned their crops. The Mohawks (an Iroquois nation) made peace in 1667 after the French attack.

5. The royal government used the following methods to make New France attractive to settlers:
 - Talon encouraged soldiers to remain in New France by offering free land and full pay for eighteen months.
 - The cost of the ocean voyage to New France was reduced.
 - Tradesman were promised higher wages than were paid in France.
 - Talon arranged for suitable women (filles du roi or “king’s daughters”) to come to New France to become wives of the settlers.
 - Unskilled labourers were promised good wages and free land if they would work for three years for a settler.
6. Early marriages and large families were encouraged in order to increase the population of New France. Some of the incentives were as follows:
 - Three hundred livres would be paid annually to families with ten living children.
 - All males who married before the age of sixteen received twenty livres.
 - If a settler married a king’s daughter, he would receive free livestock, money, and two barrels of salt meat.

Section 1: Activity 4

1. The fur trade was very important as a source of wealth.
2. Beaver, moose, ermine, and fox furs were important. They could be used to make clothes for wealthy people.
3. The Aboriginal Peoples would have used furs for clothing and for sleeping robes (to keep warm).
4. France was the most important trading partner. The colonies existed to bring raw materials, resources, and money to the mother country.
5.
 - a. Furs, lumber, and fish came from New France. Sugar, molasses, rum, and coffee came from the West Indies.
 - b. The colonies received manufactured goods, such as saws, axes, and ironware.

Section 1: Activity 5

1.
 - a. seigneur
 - paid a tax if the land was sold
 - granted land to settlers
 - built a flour mill for the use of habitants
 - held a seigneurial court for settling local disputes
 - had the best pew in church
 - b. habitant
 - had to live on and cultivate the land
 - paid yearly taxes in money and produce to the seigneur
 - paid charges for the use of the flour mill
 - worked a few days a year on the seigneur’s farm
 - paid a tax if land was sold outside the family
2. Answers will be a personal opinion but should be supported with logical reasons.

3. a. Descriptions will vary but should convey the impression that life of a habitant family was hard. Each family member had a specific role. While life was hard, the habitants were independent and self-sufficient.
- b. The habitant in New France generally had a better life than a peasant in France. Most habitants had their own homes and were able to grow their own food. They were independent.
4. Collages will vary, but they should convey the same information presented in the readings.
5. Roles that women in New France filled included the following:
 - helped with farm work
 - defended the colony
 - ran businesses
 - nursed the sick
 - raised families
 - taught school

Students are asked to name four roles.

6. Paragraphs will vary but should include some of the information given in the excerpt “A Child’s Life in New France” on page 69 in *Canada: The Making of a Nation*.
7. The missionaries were willing to endure the hardships because they felt it was their duty to God and to the king to convert the Aboriginal Peoples to Christianity and to provide moral guidance for the colonists.
8.
 - start a new life
 - earn more money
 - more land was available
 - pay fewer taxes
 - incentives given by the king
9.
 - hard life (hard work to clear land)
 - away from relatives
 - danger of diseases
 - danger from Indian attacks
 - far from French culture
10. Answers to a., b., and c. will be students’ opinions. Look for sound reasoning.

Section 1: Activity 6

1. Virginia, 1606
Massachusetts, 1629
Maryland, 1632
Connecticut, 1662
South Carolina, 1663
North Carolina, 1663
Rhode Island, 1664
New York, 1664
New Hampshire, 1679
Pennsylvania, 1681
Delaware, 1701
New Jersey, 1702
Georgia, 1732
2. It was the closest to Great Britain. There was good land and a good climate. There was an abundance of resources.

3. Reasons for their successes might include the following:

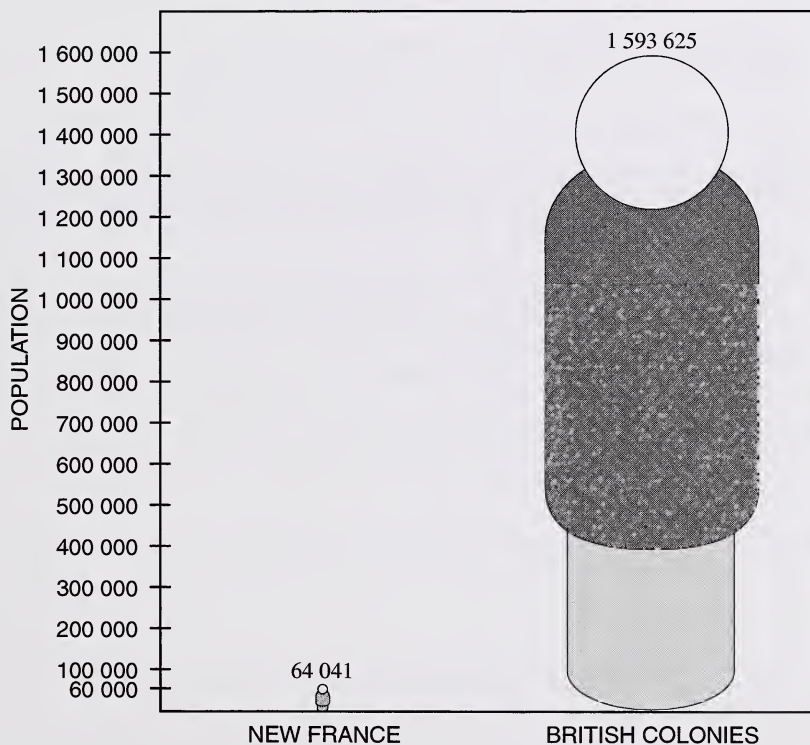
- good land and climate
- tobacco brought wealth, which attracted more and more settlers
- British colonies were not often attacked

4. a. The British colonies generally had a more favourable climate and better soil. The success of tobacco as a source of wealth caused a rapid growth in colonization. Colonies in New France were attacked more frequently. There was better naval support for the British colonies.

b. The decade between 1750 and 1760 showed the greatest population increase.

c. $25 \times$ ✓

5. **Population: New France and the British Colonies (1760)**



6. a. The Iroquois would be a British ally.

b. The Huron and the Algonquian were French allies.

c. Competition and conflicts would probably occur in the areas around Lake Erie, Lake Ontario, and the St. Lawrence River.

d. They would look north and west. They couldn't go east. The British couldn't go much further south. The French could go southwest, but not south (the British were there).

Section 1: Activity 7

1. Moving north and west would have been difficult for the British because they would have come into contact with the French in New France.
2. Both the French and the English wanted control of Acadia because of its location. Because it was near the best fisheries in North America, Acadia was important commercially. As well, whoever controlled Acadia would be able to control the passage of ships up the St. Lawrence, making Acadia a strategic military location.
3. **Textbook question 1:** The British viewed the Acadians as a threat. Because the Acadians would not swear an oath of loyalty to the British monarch, the British worried that if France and Britain went to war, the Acadians would side with the French.
4. **Textbook question 3:** Answers will vary. Following is a possibility.

The governor could have believed the Acadians when they promised to remain neutral. The Acadians would have continued to live and farm in Acadia; feelings of bitterness toward the British would not likely have developed.

Perhaps the governor could have taken some hostages from among the Acadians to ensure that the Acadians did not attack the British. However, this might promote feelings of distrust and hostility.

5. Any reasonable answer is acceptable. Examples could include clothes, important tools, food, or treasured family possessions.
6.
 - a. Montcalm made an error in not placing cannons on narrow sections of the river to prevent the British from reaching Quebec. Another error was not informing the sentries of the cancellation of the French supply ship. As well, Montcalm's best forces were two hours away from Quebec. Furthermore, the French Canadians were not accustomed to the style of fighting that Montcalm wanted them to use.
 - b. Wolfe's victory was a result of both. His decision to attack upstream at night, posing as French, was excellent. He was lucky that the sentries did not challenge his troops more carefully and that they did not know the French supply ship was not coming.
 - c. There was the element of surprise. Wolfe was able to come up behind the fortifications. The French were expecting an attack from downstream.
 - d. The natural advantages were the height of the cliffs, and the fact that troops could be seen on the British ships below.
7. Answers will vary. Following are possible hypotheses:
 - They might treat the French very badly. Some could be imprisoned. Others might be forced to do work for the British.
 - Because the French outnumbered the British, the British might decide to try to get along with the French.
8. Strategies will vary. Following are possibilities:
 - Compromise: Keep some French laws and customs (for example, religion) and add some British customs and laws.
 - Maintain the status quo: Allow the French to keep the French system of government but to accept British rule.
 - Assimilation: Absorb the French into the English way of life.

Section 1: Follow-up Activities

Extra Help

1. a.

Did France Govern Fairly?

In favour of the government in New France	Against the government in New France
<ul style="list-style-type: none"> French king cared for people/looked after them intendant to assist people as much as possible so crops could be planted and harvested neither the governor nor the intendant had complete control so neither could misuse powers (Bigot was an exception) considerable freedom of action for settlers meetings of militia captains to find out what the people wanted—general meetings small numbers of protests; better off than peasants in France; could hunt and fish where they wanted to government officials and church worked together to help habitants 	<ul style="list-style-type: none"> government ruled with absolute power—people had no freedom crops more important to Louis XIV than welfare of colonists corruption—intendant Bigot misused funds while others (habitants) had to eat horse flesh took ten months for king's orders to come no elected parliament, no newspapers; lawyers could not practise only seventeen meetings between 1672 and 1700; people held marches to protest food shortages Catholic church, not government, looked after the poor

b. Answers will be students' opinions. They should supply reasons for their decision.

2. a. v e. i h. vii
 b. vi f. ix i. iii
 c. viii g. ii j. x
 d. iv

Enrichment

Part A

- Answers will vary. Students might write him or her telling of the hardships and/or the benefits of living in New France. These were identified in Section 1: Activity 5.
- Reactions will depend on what the person's role is and what that person could offer. Is what the student offers consistent with the role?
- Answers will vary depending on the role that the student chooses. Is what the student presents consistent with the role?

Part B

Answers will vary. You can check by asking the student about his or her research. How well is it written? Did they like, or dislike, the character?

Section 1: Assignment Answer Key (50 marks)

1. C 2. A 3. C 4. D 5. A (5 marks)
6. a. Competition is an effort to get something wanted by others.
b. Competition for power and for new sources of wealth led to the colonization of North America by Britain and France. (3 marks)
7. Negative consequences of the competition between Britain and France for new territories upon the Aboriginal people of North America include the following:
- promoted rivalries and wars between Aboriginal groups
 - resulted in kidnapping and death of Aboriginal hostages
 - introduced diseases such as smallpox to the Native population
 - created poor relationships between Aboriginal Peoples and Europeans
- (2 marks)
8. a. The main purpose of Cartier's voyages to North America was to find a route to Asia.
b. Cartier explored the west coast of Newfoundland, the north coast of Prince Edward Island, and the Gulf of St. Lawrence. Students might mention the Miramichi River and the Gaspé Peninsula.
c.
 - Cartier claimed new territory for France.
 - Cartier discovered the St. Lawrence River.
 - Cartier started France's fur trade with the Aboriginal Peoples. (4 marks)
9. Students should include the following points in their paragraphs.
- A monopoly gives exclusive rights or control of something. The fur trade monopoly gave exclusive rights to the trading of furs within a certain area. In exchange, those granted the rights had to meet certain conditions. For example, Champlain had to agree to establish a colony along the St. Lawrence River. (3 marks)
10. a. The word *Quebec* means "where the river narrows."
b. Champlain decided to build a fortified trading post at this point because it could be easily guarded by cannons against any possible attacks. (2 marks)
11.
 - Champlain established a colony at Quebec.
 - Champlain explored and mapped the surrounding area. (2 marks)
12. It was significant because the Iroquois would later side with the English. (2 marks)
13. a. vi e. i
b. v f. viii
c. iv g. ii
d. vii h. iii (8 marks)
14. C 15. D 16. D 17. A 18. C (5 marks)
19. a. The land was owned by seigneurs who divided it into smaller units for new settlers (habitants).
b. Duties of the seigneurs are found on page 62 of the text, *Canada: The Making of a Nation*.
c. Duties of the habitants are found on page 62 of the text, *Canada: The Making of a Nation*. (5 marks)

20. Reasons why the Church in New France was of such importance to the colony include the following:

- It provided missionaries.
- It provided education.
- It provided care for the sick and homeless.
- It influenced and controlled the seigneurs.
- It helped to carry out the wishes of the king of France.

(2 marks)

21. a. The Acadians were French colonists who settled in present-day Nova Scotia.

b. They made their living by hunting, fishing, and farming.

c. Because the Acadians would not swear an oath of loyalty to the British monarch, the British were afraid that the Acadians would fight with the French against the British. Therefore, the British deported the Acadians.

(3 marks)

22. B (1 mark)

23. C (1 mark)

24. The significance of the defeat of New France in the Battle of the Plains of Abraham was that it effectively marked the end of French rule in North America. (2 marks)

Section 2: Living with Our Differences

Key Concepts

- two founding peoples
- The Royal Proclamation, 1763
- Quebec Act, 1774
- Constitution Act, 1791

Upon finishing this section, students should

- understand that Britain and France each had a role to play in founding Canada
- be able to identify some of the factors that had to be considered regarding the British rule of New France
- have some knowledge of the main features of the Royal Proclamation, 1763; the Quebec Act, 1774; and the Constitution Act, 1791

Teaching Suggestions

- You could begin this section by giving students the opportunity to be in charge. Give them the chance to explain how they would govern Quebec after it came under British rule. Then compare this to what did happen historically.
- Chart work would be an asset here. You could put up charts of the Royal Proclamation, 1763; the Quebec Act, 1774; and the Constitution Act, 1791. Then have a discussion during which students can compare the three. This might be useful as a summary exercise after students have completed this section.

If done in separate stages you could show the charts using an overhead projector.

Section 2: Activity 1

1. The answer will probably be a compromise in which the French would keep some of their laws and customs and the British would add some of their traditions and systems of government. This would demonstrate British control, while allowing the French to keep some of their way of life. Other answers are acceptable with appropriate rationale.

2.
 - a. They hoped to assimilate, or absorb, the French. They wanted the French to become like the British. They also wanted to attract colonists to Quebec from the Thirteen Colonies. As well, they hoped it would appease the Aboriginal Peoples and prevent uprising by them.
 - b. No. Roman Catholics could not hold office or vote.
 - c. British criminal law and French civil law
 - d. Since the Thirteen Colonies couldn't expand west because that land was closed off, it was thought that American settlers would move to Quebec.
3.
 - a. Officials of the Roman Catholic church would be unhappy because they could not collect taxes to support the church. The Protestant church was given financial support to set up schools and churches.
 - b. The settlers in the Thirteen Colonies would be unhappy because they were not allowed to settle in the lands that were closed off. They felt Murray favoured the French.
 - c. Ordinary Canadians probably weren't all that concerned about the Act. They could continue to follow their way of life. They might be upset because the church couldn't support itself. Some might feel they should have been granted a voice in the government.
 - d. The Aboriginal Peoples would be worried about the effects of European settlement on their way of life.
4. Answers will vary. Generally the answer would be no, because the act did not allow a voice for British businessmen and it did not allow for the survival of the Roman Catholic church.

Section 2: Activity 2

1.
 - a. The Royal Proclamation of 1763 prevented Roman Catholics from holding office although they formed the majority of the population. It was a failure in attracting settlers from the Thirteen Colonies.
 - b. British people had fewer rights in Quebec than in the Thirteen Colonies. There was no elected assembly and French civil law was confusing.
 - c. Bishop Lavoie stated that the Roman Catholic church would not survive if it was not allowed to collect taxes. He also said church land had been taken away. The Roman Catholic church could not survive without some means of support.
 - d. He said that the French would be loyal if they could have some of their customs and their religion.
 - e. Other suggestions included the following:
 - recognize the Roman Catholic religion—Lamoureux
 - allow the Roman Catholic church to collect tithes—Lavoie
 - allow French Canadians to practise their religion—Lavoie
 - open more lands for fur trade—Smithson
 - f. Answers will depend upon the strategy predicted. Probably the suggestions were similar.
 - g. Answers will vary. Focus on whether the student has provided an appropriate rationale.
2. Changes included the following:
 - The Roman Catholic church could collect tithes.
 - Roman Catholics could hold office by taking a special oath.
 - The seigneurial system of landholding could be used.

(Remember, the emphasis is on clauses that reflect a change from the Royal Proclamation.)

Section 2: Activity 3

1.
 - a. The main feature of the Constitution Act, 1791 was the separation of the colony into Upper and Lower Canada.
 - b. It established an elected assembly. The British freehold system of landownership could be used.
 - c. It maintained the features of the Quebec Act, which were favourable to the French.
2.
 - a. Quebec
 - b. Ontario

Section 2: Follow-up Activities

Extra Help

1. Students' summaries may vary. Following are possibilities.

British Attempts to Govern Quebec

Royal Proclamation, 1763

- government appointed
- no elected assembly
- Roman Catholics could not hold office
- French civil law, British criminal law
- French could remain Roman Catholic

Happy

- ordinary French Canadians

Unhappy

- officials of the Roman Catholic church
- people in the Thirteen Colonies
- Aboriginal Peoples
- English colonists

Quebec Act, 1774

- government appointed
- no elected assembly
- **Roman Catholics could hold office**
- **Catholic church could collect taxes**
- seigneurial system allowed
- **English system of granting land recognized**

Happy

- Roman Catholic officials
- seigneurs

Unhappy

- people in the Thirteen Colonies
- Protestant colonists
- English minority in Quebec

Constitution Act, 1791

- **Quebec divided into Upper and Lower Canada**
- **elected assembly**
- English law in Upper Canada
- French civil law and British criminal law in lower Canada
- Roman Catholic religion would continue in Lower Canada
- **funding for Protestant churches in Upper and Lower Canada**

Happy

- Loyalists
- French Canadians

Unhappy

- British merchants in Quebec

2. The English-speaking minority were troublesome because they wanted an elected assembly, they felt that the government favoured the French, and they found French civil law confusing. When they were granted an elected assembly, they were upset because the French Canadians were in the majority and could control the government.
3.
 - a. assimilation: the act of becoming alike in customs, culture, and viewpoint
 - b. tithe: a tax or donation of one-tenth of the yearly produce of land, animals, and personal work in order to support the church and the clergy
4. The arrival of the Loyalists changed the make-up of the population of the colony of Quebec and this affected the political situation. The English-speaking Loyalists expected to have some say in the governing of the colony. They demanded their rights as British subjects. This resulted in changes to what had been almost entirely a French Catholic colony.

Enrichment

1. Responses will vary depending on which question students chose to answer.
2. Again, responses will vary depending on resources that were accessed. Students should have developed their research skills.
3. Would Quebec be absorbed into the United States? Would the French Canadians maintain their culture?

Students probably will say that Quebec would have become another state, or perhaps what we know as Canada would be part of the United States.

Answers will vary. Check the reasons for student predictions.

Section 2: Assignment Answer Key (25 marks)

1. A 2. B 3. C 4. A 5. B 6. D 7. A 8. D **(8 marks)**

9. Students' paragraphs will vary, but they should include some of the following points.

Things in Quebec that remained the same after it came under British rule include the following:

- French could keep their language.
- French could keep their civil law to deal with property and business matters.
- French could keep their Catholic religion.
- There was to be no elected assembly.

Governor Murray allowed these things because he wanted to be fair to the French. Since the French could not vote, an elected assembly would mean that a small minority of English would control the colony. He wanted to reassure the French that their way of life would not be destroyed. Also, he did not want to make major changes until the war in Europe ended. **(6 marks)**

10.
 - a. They were United Empire Loyalists—people who were loyal to Britain.
 - b. They came to Canada because they wanted to remain under British rule.**(2 marks)**
11.
 - a. Ontario b. Quebec **(1 mark)**
12.
 - a. The Constitution Act of 1791 addressed the concerns of the English-speaking colonists by giving the colonists an elected government. Upper Canada, where most of the English-speaking colonists (especially the Loyalists) settled, received British criminal, civil, and property law. As well, land was reserved for Protestant churches and schools.
 - b. The Constitution Act of 1791 addressed the concerns of the French Canadians by granting Lower Canada, where most of the French Canadians were, a separate elected government. Roman Catholics who owned property could vote and hold office. The French Canadians could continue to follow French civil law and farmers could hold land under either the British or the seigneurial system.**(8 marks)**

Section 3: Exploration and Settlement of Canada

Key Concepts

- Aboriginal Peoples
- settlement
- immigration and migration
- explorers of Western Canada
- United Empire Loyalists
- Red River settlement

The basic goals of this section are to ensure that students

- recognize that history is told from the point of view of the person telling it
- have some knowledge of Canada's aboriginal cultures prior to the explorers and settlers arriving in their regions
- be able to identify some of the changes in aboriginal life resulting from contact with the early explorers and settlers
- be able to tell that the exploration of Western Canada was driven by the push to obtain more and more furs
- be able to identify some of the early explorers, such as Alexander Mackenzie, Simon Fraser, and David Thompson, by their accomplishments
- be able to explain that settlement was influenced by various factors, for example, the United Empire Loyalists came to Canada as a result of the American Revolution
- be able to identify what life would have been like for the early settlers such as those in the Red River settlement

Teaching Suggestions

- Use the overhead projector to show an Alberta map indicating the First Nations that used to live in Alberta. You can extend this to show all of Canada with the different First Nations marked in the regions where they lived.
- If your area is close enough to make it possible, when teaching about the buffalo hunters, plan a field trip to Head-Smashed-In Buffalo Jump near Fort Macleod in southwestern Alberta.
- Divide the class into three groups and assign each group a native group—the Iroquoians, the Plains Nations, or the Northwest Coast Peoples—to research. Have them report back to the class so a comparison of the native groups can be made.
- To show further the exploration routes of the Europeans, display a large map of Canada. As an explorer is studied, mark out his route on the map. Use different colours to show where the different explorers went.
- Students could be given a role-play situation as they study the United Empire Loyalists. Assign a role, Loyalist or American colonist, to each student and have each argue the points important to the role given.
- Have students make a bulletin board display of the Red River Settlement. Include such items as a map of the area, descriptions of the way of life, and pictures of the Red River cart and the York boat.

Section 3: Activity 1

- Students may have listed any five nations from either the Plains or the Subarctic regions.
 - Possible answers include the following:

Haida	Bella Coola	Coast Salish	Nootka	Kwakiutl	Tsimshian	Tlingit
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- | | | | | | |
|----|--------|--------|----------|--------|--------|
| c. | Mohawk | Oneida | Onondaga | Cayuga | Seneca |
|----|--------|--------|----------|--------|--------|

2. The different aboriginal nations developed lifestyles that were suited to the natural environment of the regions that each inhabited. For example, nations that had access to an abundance of food from the sea, such as those on the Northwest coast, developed a lifestyle that centred around fishing. Members of the Plains nations lived in a harsher environment and developed a lifestyle compatible with the available game and the climate.
3.
 - a. oral culture: a way of life that depends on the spoken word, rather than writing, to pass on its traditions
 - b. bartering: exchanging one kind of goods or services for another without using money
 - c. hereditary leadership: leadership that is passed from one generation to the next within the same family
 - d. consensus: reaching a decision through general agreement
4. One group included the Huron, the Petun, and the Neutral. The other group was the League of Five Nations.
5.
 - a. The long, hot summers provided ideal conditions for growing crops. The Iroquoian took advantage of this factor and developed an agricultural lifestyle.
 - b. They grew corn, beans, squash, pumpkins, artichokes, tobacco, and sunflowers.
6. Answers will vary. Following are possibilities:
 - They lived in semi-permanent villages.
 - They lived in longhouses made of cedar or elm trees.
 - Inheritance and hereditary positions were handed down on the female side.
 - Some chiefs inherited their positions, others were chosen.
7. Paragraphs will vary. Following is an example.

The lifestyle of the Plains people centred around the changing of the seasons and the availability of bison. Because of this, they lived a nomadic lifestyle, following game as the seasons changed. The homes of the Plains people—tipis—were adapted to suit their lifestyle. These tipis, which were portable, were made of materials that were readily available from the Plains people's environment.

8. Compare students' lists of uses of the bison to the following:

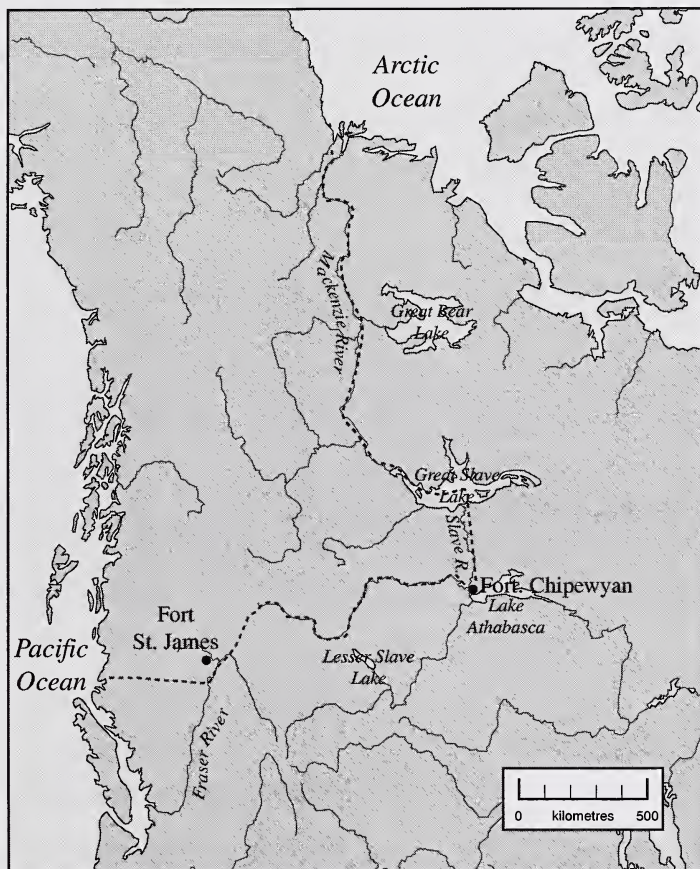
• tipi covers	• clubs	• fuel
• tools	• drinking vessels	• necklaces
• war shields	• thread	• cooking pots
• clothing	• food	• robes or blankets
9. The Plains people relied upon the bison to supply most of their needs. The survival of the group depended on the success of the hunt. As a result, bison hunts were carefully organized activities that required everyone's cooperation. It was very important that nothing would happen to spoil the hunt, so for that reason, punishment for breaking the rules was severe.
10.
 - a. The following foods were enjoyed by the Northwest Coast people:

• salmon	• cod	• halibut	• whale
• moose	• deer	• elk	• caribou
• bear	• mountain goat	• fern roots	• berries
• lily bulbs			
 - b. Because they didn't have to go in search of food, the Northwest Coast people were able to live in settled villages.
11.
 - a. **Textbook question 1:** The social benefits that resulted from the original potlatch included the following:
 - It helped determine social status.
 - It provided for the poor (a method of wealth distribution).
 - It marked special occasions.
 - b. The banning of the potlatch resulted in the loss of an important part of the Northwest people's culture. It changed their lifestyle.

Section 3: Activity 2

1. a. Answers will vary, but flour, iron pots, salt, clothing, musket, axe, knife, compass, blanket, and flint would probably be necessary.
- b. Answers will vary, but students should give sound reasons for their choices.

2. a. **Alexander Mackenzie's Travels**



- b. It was approximately 1700 to 1900 kilometres.
3. a. Rapids, waterfalls, rocks, and steep cliffs were some of the dangers that could be found.
 - b. There are very steep cliffs very close to the rapid water.
 - c. It was too rough and dangerous for shipping furs.
 - d. The man in the middle is likely Fraser. He seems important, and he is not paddling.

Section 3: Activity 3

1.
 - a. Many people were frustrated with taxes imposed by Britain. The colonies were a long distance from the mother country, and some inhabitants had been born in the colonies and did not have the same sense of patriotism; they had different needs and problems than did Britain.
 - b. Britain increased the colonial taxes to pay for previous wars and recent campaigns against the Aboriginal Peoples.
 - c. Many Nova Scotians had family in the Thirteen Colonies and did not want to fight against them.
 - d. The French Canadians viewed it as a conflict between two English-speaking peoples. They did not want to risk punishment if they rebelled against Britain.
 - e. They were probably frustrated because these people didn't join the American side.
2.
 - a. They probably came either by ship or by land using horses.
 - b. Possible answers include the following:

• Nova Scotia	• Kingston	• Cape Breton Island
• Quebec	• Île St-Jean(Prince Edward Island)	• near Windsor
• Niagara		
3.
 - a. During this time 80 000 people left the colonies.
 - b. *Tory* was another word used for Loyalist.
 - c. Loyalists were mistreated, fired from their jobs, and had their property confiscated.
 - d. Germans, Dutch, Jews, Quakers, and Mennonites were included among the Loyalists. Students might also include former slaves and Aboriginal Peoples.
 - e. The Black Loyalists were former slaves; some had fought with the British. They were given the poorest land and often treated badly by other Nova Scotians.
 - f. (1) Probable answers may include words such as awkward, out of place, or unsure.
(2) Answers will vary.
 - g. He was the leader of the Mohawks during the American Revolution.
 - h. Because the Mohawks had been loyal to the British king for many years, and because the Mohawks feared the American settlers wanted their hunting lands, Brant remained loyal to Britain.
 - i. At the end of the war, Britain agreed to give the Americans the Mohawk lands. When Brant threatened to unite the Aboriginal Peoples against Britain, the British granted the Mohawks land in what is now southern Ontario.
4.
 - a. Pieces of paper, probably listing details of property, are in his hat. The people seem to be drawing lots to determine which piece of land they will get.
 - b. He is recording which lot each person has drawn.
 - c. Land could likely be sold or traded to another person.

Section 3: Activity 4

1. The colony was established at the junction of the Red and Assiniboine Rivers.

2. Farming would interfere with their rival company's hunting of buffalo. Also, farming could provide produce for Hudson's Bay Company employees.
3. The farming there would interfere with their hunting of buffalo and other game.
4. They had to face several cold winters with few supplies. They also weren't prepared to cultivate the land at first.
5.
 - a. They could carry more cargo and were less easily damaged than canoes.
 - b. They were too heavy to portage easily.
6. Goods carried by the Red River carts might include
 - skins
 - slaughtered cattle
 - goods for trade
 - tools
 - mail
 - food supplies
 - wheat flour

Section 3: Follow-up Activities

Extra Help

1. Alexander Mackenzie travelled from Fort Chipewyan up the river, which now bears his name, to the Arctic Ocean. In 1793, he travelled up the Peace River and through the Rockies to be the first white man to reach the Pacific Ocean overland.

Simon Fraser crossed the Rockies, and in 1808 followed, to its mouth, the perilous course of the river now called the Fraser.

David Thompson looked for a safe route to the Pacific Ocean. In 1810, he crossed the Rocky Mountains to reach the waters of the Columbia river. The Athabasca Pass was part of his route.

Students may have selected others.

2. Students will choose one of these. They should include some of the following points:

United Empire Loyalist	Red River Selkirk Settler
<ul style="list-style-type: none"> • had to adjust to a new life • some weren't accustomed to farming • in some areas had many trees to clear • those in Lower Canada had to adapt to French law and landholding systems • had to establish homes and farms 	<ul style="list-style-type: none"> • cold winters arrived before settlers were established • few supplies • limited equipment • resentment from North West Company traders who didn't want farmers in their hunting area • had to build homes, cultivate land, etc.

3.

Explorers	Red River Settlement	United Empire Loyalists	Aboriginal Peoples
Fraser Kelsey Fort Chipewyan Henday Arctic Ocean Cook Thompson Radisson Columbia River Mackenzie La Vérendrye	York Factory Métis treaty Salteaux cart Selkirk Macdonell York boats tough soil	American Revolution Nova Scotia Brant Ontario loyalty patriots	sharing potlatch longhouse Brant Haida Huron corn pumpkins totem poles salmon cedar

Enrichment

1. **Textbook questions 1 to 4:** Answers will vary depending on questions chosen. Students should support opinions with sound reasoning.

2.

Iroquoians	Plains Nations	Northwest Coast People
<p>Longhouses</p> <ul style="list-style-type: none"> suited to housing an extended family made of wood and covered with bark surrounded by a wall of sticks wood and bark were available in eastern forests 	<p>Tipi</p> <ul style="list-style-type: none"> centre pole lashed together with others to form a frame covered in hides from their bison hunts easy to move 	<p>Permanent plank homes</p> <ul style="list-style-type: none"> large centre beams, often carved cedar was available in western forests food supply was readily available so they could stay in one place

3. Answers will vary. Questions and answers should be in keeping with the character that is being interviewed.

Section 3: Assignment Answer Key (25 marks)

1. a. T
b. F Before the arrival of the Europeans, the Aboriginal Peoples **had** fully developed social and political systems.
c. T
d. F This is called **oral** history or culture.
(4 marks)

2. Compositions should follow standard paragraph format. Check for form as well as content. Content of compositions will vary depending on the Aboriginal Peoples chosen.

Following are some changes that came about as a result of European contact:

- The economies of many Aboriginal Nations changed as they became fur traders. The Huron, particularly, became middlemen in the fur trade with the French.
- The European fur trade often promoted rivalry and war among Aboriginal nations.
- Populations of all three groups were decimated by the introduction of diseases such as smallpox and tuberculosis.
- The introduction of metals, guns, and horses changed the economies and social aspects of Aboriginal Peoples, especially among the Plains Nations.
- Certain parts of native cultures were lost when, for example, potlatches and other ceremonies were banned.

Suggested mark distribution:

- content, 8 marks
- organization, 2 marks

(10 marks)

3. B
4. D
5. D
6. B
7. B
8. D
9. C
10. D

(4 marks)

11. The fur trade and exploration were intertwined. There was a search for routes to transport furs, a search for more land with fur-bearing animals, and a search for more Aboriginal groups willing to trade in furs. **(3 marks)**
12. Answers will vary depending on the explorer chosen. Look for sound reasoning. **(4 marks)**

Module 4: Canada's Nationhood

Overview

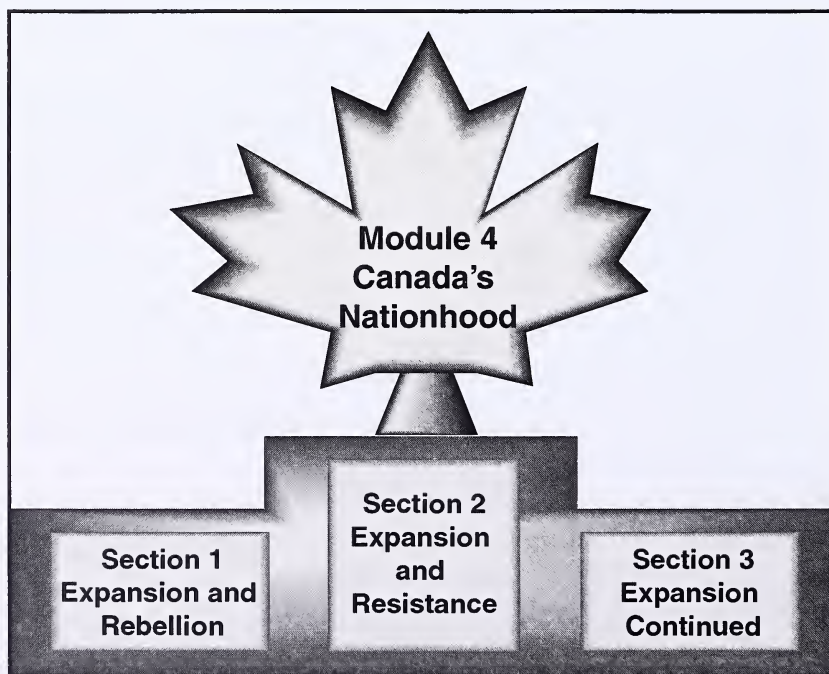
The intent of Module 4 is to introduce students to the concept of nationhood. To guide their inquiry of nationhood and Canadian history, they will focus on the following question:

How did Canada become a nation?

Chronologically speaking, Module 4 covers the major happenings in nineteenth century Canada. The activities examine the important events on Canada's road to nationhood. As well, contributions of specific groups and individuals are looked at.

The growth to nationhood is explored through two main themes that characterize Canadian history—expansion and struggle. The 1800s were marked by the physical expansion of Canada. Provinces were united in Confederation and the West was opened for settlement. Expansion also included changes in government. Democratic rights gradually expanded to include more citizens in the new nation. The introduction of responsible government strengthened the power of representatives. The BNA Act guaranteed certain language and religious rights. Provincial rights protected regional interests. Voting rights expanded to include more people, notably women. At the same time, expansion did not happen easily or smoothly. There were many stories of struggle, both violent and peaceful. Module 4 includes activities that have students inquire into some of these struggles and the people involved in them.

The module is organized into three sections. Each section addresses the themes of expansion and struggle. Section 1, Expansion and Rebellion, has students look at the pressures for change and growth in the British colonies after 1800. A number of activities in Section 1 deal with the Rebellions of 1837 and the people and issues involved. Section 2, Expansion and Resistance, attempts to have students understand why and how Canada became a nation in 1867. With nationhood came pressures; expansion in the West created conflicts for the Métis and native people. Students will investigate reasons for the Métis resistances in 1869 and 1885, and the consequences of these conflicts. In Section 3, Expansion Continued, the story of the growth of Canada's nationhood covers the extension of the railways, the growing influx of immigrants to the West, and the expansion of voting rights.



Evaluation

The evaluation of this module will be based on four assignments. These assignments will be weighted as follows:

Assignment Booklet 4A		
Section 1 Assignment	25 marks	
Section 2 Assignment	25 marks	
Assignment Booklet 4B		
Section 3 Assignment	25 marks	
Final Module Assignment	<u>25 marks</u>	
TOTAL	100 marks	

Materials Needed

The primary resource for students is the textbook *Canada: The Making of a Nation*, 2000, published by Weigl Educational Publishers Ltd.

In general, any other written or visual resources appropriate to the grade level and the topic would be helpful for encouraging student understanding. An historical atlas of Canada would be a helpful resource. A wall map of Canada would also be beneficial as a reference. Some of the activities could be extended if students have access to a library or the Internet.

In terms of other materials, students will require paper and colouring materials to complete time lines and other charts. If it is feasible, space should be provided for putting up time lines and other projects on the walls where students normally work on their activities.

Teaching Suggestions

Most of the activities are structured on an inquiry model. Usually an issue or problem is presented. Students are encouraged to identify different points of view and alternative values. Major events are studied from the perspectives of different people and from a problem-solving point of view. In some of the activities, students are asked to take a position on a value issue. As much as possible, the study of historical events has been linked to the experiences of students in the present. At the beginning of Section 1, students are introduced to a number of important issues that grew out of Canada's early history. An attempt is made to link those issues to current events in Canada. This is done to help students understand that history is an ongoing experience and to show students that what happened in the past is still relevant to Canadians today.

In helping students work through the activities, a useful strategy would be to link historical knowledge with events that are occurring today. Encourage students to examine current newspapers and magazines, and, if possible, have students create a bulletin board of current political events in Canada.

For each section, and for most of the activities, it is possible to open with reference to events happening currently, and to discuss with the student how those events affect people in Canada. If it is feasible, a good strategy would be to discuss the introduction to an activity with the students.

Section 1: Expansion and Rebellion

Key Concepts

- bilingualism
- values
- colonization
- settlement
- political regions
- responsible government
- rebellion
- reform

The main purpose of Section 1 is to help students understand how Canada was changing after 1800 and what some of the external and internal pressures were.

The main events investigated involve the Rebellions of 1837. The study of the 1837 Rebellions is intended to help students understand how government in Canada changed. As well, inquiry into the Rebellions allows students to question how change is brought about.

Upon finishing this section, students should

- understand why Canada is a bilingual country
- have some knowledge of the important issues people struggled with in Canada's history
- recognize some of the many differences that exist in Canada in terms of regions, language, and culture
- be able to identify the settlement and colonization patterns by which Canada developed
- understand how reforms and rebellions have led to changes in our government system

Teaching Suggestions

- Section 1 could be opened by inviting guest speakers such as people of French or native origin to talk about their views of Canada. Alternatively, students could interview people in their communities.
- Try to use historical maps—putting some on the overhead would be useful for pointing out changes.
- Get students to use the webbing technique as shown in Activity 6.
- In Activity 7, to help students organize the events of Canada's development, have them create a time line.
- Section 1 could be concluded by inviting a person involved in government to speak about the way the legislature works.

Section 1: Activity 1

The purpose of Activity 1 is to introduce students to the fact that Canada is created out of differences, including language differences. You might bring some objects that illustrate the reality of bilingualism in Canada. Discuss why there is both French and English in Canada. Give students an opportunity to express their thoughts on this issue.

1. a. French and English
b. Answers will vary. Possibilities include
 - labels on consumer goods
 - use of either language for official government business
 - use of both languages in government documents or brochures
2. Canada (Quebec) was first colonized and settled by the French. The British later took over. The Quebec Act (1774) and the Constitution Act (1791) made provisions for French language rights, as did the BNA Act.
3. Responses will vary. Some possibilities might be
 - I speak both languages.
 - I have French (or English) relatives.
 - I've taken French immersion in school.
4. Answers will be personal, some possible reasons are
 - ethnic heritage and diversity
 - nature of the community of the student
 - fairness and equal rights

Section 1: Activity 2

Activity 2 links students to issues developed in Module 3. Important issues about Canada as a country are shown to be linked to past historical events. Headlines from recent newspaper articles show that the same issues are still important to Canadians.

Activity 2 may be opened by asking students what important events they recall learning about in Module 3. Asking the students what issues they feel are important to them may also be a way of starting the activity.

1. Answers may vary. Following are possibilities.
 - a. democratic rights, legal rights
 - b. native rights, legal rights, aboriginals as a distinct society
 - c. sovereignty, national unity, Quebec status as a distinct society
 - d. land claims, native rights
 - e. legal rights
 - f. bilingualism
 - g. language rights, Quebec status as a distinct society
 - h. religious rights
2. All issues that were important in the past remain important today.

Section 1: Activity 3

The purpose of Activity 3 is to help students understand the issues about living in Canada that people feel are important. Before reading or listening to the stories of the five people presented in the activity, you may want to ask the students to write a short story about their own origins, where they were born, how long they have lived in Canada, and so on. Ask students to think about what they like or dislike about Canada.

Note: The stories may be put on audiotape and made available for students to listen to.

1.
 - a. Bill favours being a Canadian but wants to keep his Ukrainian heritage and language. He wants strong provincial powers.
 - b. Nicole believes Quebec is a distinct society and she wants to preserve the French language and culture.
 - c. Allistair wants equal rights. He feels that provinces should control their own resources. He also favours being a Canadian.
 - d. Marie is concerned about land rights for native people. She believes native people are a distinct society.
 - e. Randolph wants equal rights and opportunities. He wants a strong Canadian government.
2.
 - a. Bill values strong provinces in a united Canada.
 - b. Nicole has pride in her culture and language.
 - c. Allistair values equal rights for everyone.
 - d. Marie values pride in culture and ancestry.
 - e. Randolph believes in equal rights and opportunities for everyone.
3. Answers will be personal.
4. Answers will vary. Some possibilities are
 - Why does Canada have two official languages?
 - Why are there different provinces?
 - What rights do people have?
 - How did Canada become a country?

Section 1: Activity 4

Activity 4 is intended to review two key concepts from Module 3—colonization and settlement. The concepts are important to understanding the development of Canada. The review is in the form of a puzzle.

1. a. C o n s t i t u t i o n A c t
- b. O n e i d a
- c. L o y a I i s t s

d. g o v e r n m e n t

e. N e w F r a n c e

f. n a t i o n s

g. M a i z e

h. p o t l a t c h

i. J a c q u e s C a r t i e r

j. b i s o n

k. e x p l o r e r

l. H u r o n s

m. A c a d i a n s

n. E n g l i s h

o. Q u e b e c A c t

p. A m e r i c a n R e v o l u t i o n

q. l a n g u a g e

r. g o v e r n o r

s. C o m p a n y o f H u n d r e d A s s o c i a t e s

t. e x p l o r a t i o n s

u. B r i t i s h N o r t h A m e r i c a n

v. n a t i v e

2.
 - a. Aboriginal people: There was a loss of control over traditional lands. They were forced to move to other areas.
 - b. Land ownership: A conflict was created between the French seigneurial system and the British free-hold system.
 - c. Government in Canada: French civil law and English law conflicted. English-speaking settlers demanded representative government.
 - d. Economic activities: Colonization brought the fur trade. New settlers started farming. English merchants wanted more trade.
3. Answers will vary. What follows is an example.

The colonization of Canada led to the settlement of new lands.
4. Answers will vary. Students should give reasoned explanations.

Section 1: Activity 5

The purpose of Activity 5 is to have students practise map interpretation skills and to help students understand how geographic regions change over time. The activity could be started by giving students a blank sheet of paper and requesting that they use it to draw a map of Canada as it is today, including the provinces and territories. Compare the finished result with an atlas or wall map of Canada. Ask students if they think Canada was always divided as it is today.

1.

British Columbia	Nova Scotia
Alberta	Prince Edward Island
Saskatchewan	Newfoundland
Manitoba	Northwest Territories
Ontario	Yukon Territories
Quebec	Nunavut
New Brunswick	
2. Canada could have expanded westward and northward.
3. Possible hypotheses:
 - Canada took over land from the Hudson's Bay Company.
 - Several provinces were formed out of Rupert's land.
 - There was competition for land between the United States and Britain.
 - Canada expanded westward.

Section 1: Activity 6

The idea of pressures for change and reform is introduced in Activity 6 as a lead-up to the Rebellions of 1837. To help students understand the pressure for change, a story about a junior high school students' council is presented. If possible, read and discuss this story with the students.

1. Following are possible answers:
 - People did not want to be part of the United States.
 - People wanted to have their own government.
 - Economic development increased.
 - Anti-American feelings grew.
2. The major impact of the War of 1812 on British North America was the development of a feeling of unity among the colonists.
3. Answers will vary, but students will probably object to the way the council was selected.

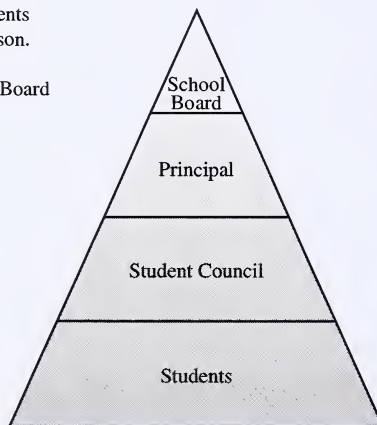
4. Answers will be personal, but they should be defensible. Students could try to bring out what makes something fair, for example, people exercising their rights and responsibilities.
5.
 - a. It would be responsible to the principal.
 - b. In the story, the principal and the school board have the power.
6. The following are possible suggestions:
 - petitions
 - letter writing
 - negotiations
 - peaceful demonstrations
7. **Most powerful**

British government
governor
council
assembly
population

Least powerful

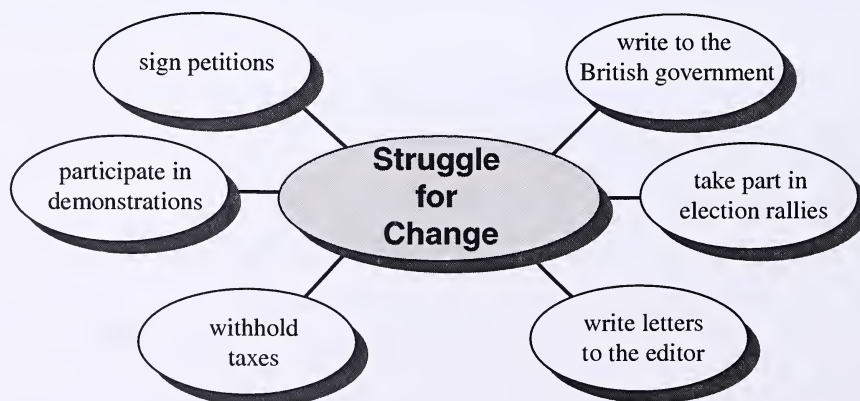
8. **Note:** The parallel is not exact, but students should be able to draw a rough comparison.

King and British Government = School Board
Governor = Principal
Council = Student Council
Assembly and Colonists = Students



9. They wanted more control over government. There should be elected representatives with more power. The governor should listen to the elected representatives.

10.



Section 1: Activity 7

Activity 7 focuses on the actual struggle for change in the colonies. You may want to introduce the activity to the students by discussing examples of arguments and conflicts people have had and how those conflicts were resolved.

1.
 - a. The Family Compact was made up of a group of powerful, related families in Upper Canada who received special privileges from the governor.
 - b. The leader of the Family Compact was John Strachan.
2. Members of the Family Compact believed in the superiority of the British Empire, British political institutions, and the Church of England. They disliked the American idea of democracy. They thought that ordinary people were incapable of governing themselves.
3.
 - a. The people who opposed the Family Compact were known as Reformers.
 - b. This group opposed the Family Compact because they wanted a say in how the colony was governed.
4. Students' biographies may vary, but should include the following points:
 - a. William Lyon Mackenzie
 - owned a newspaper called "Colonial Advocate"
 - elected to the assembly
 - first mayor of Toronto
 - wrote articles and made speeches attacking the Family Compact
 - wanted more fair and democratic government
 - b. Bishop John Strachan
 - a member of the Family Compact
 - assumed many powerful positions in Upper Canada
 - believed in the monarchy and opposed democracy
5.
 - a. Compare students' charts to the one that follows.

	Mackenzie	Strachan
Who controls the government?	a small group of rich people (Family Compact) who also control schools, churches, and banks	many wealthy, well-educated, loyal people
Who makes the decisions?	the councils that are made up of Family Compact members	the governor decides on important issues; he listens to the advice of the councils
Which groups and religions does the government favour?	Family Compact and Anglican Church	The article doesn't give this information, but hints that it is the Anglican church.
What does each man think is most important?	democracy, equal rights, religious freedom, the Assembly should have control over the councils (responsible government)	the British political institutions, special rights for a few, including the Anglican church

- b. Students should carefully consider how well each man supports his arguments. Answers will vary, but should be defensible.
- c. Answers will vary, but should be defensible. Students may suggest alternatives to violence. Some possibilities are
- encouraging voters to elect certain people
 - peaceful demonstrations
 - refusing to pay taxes

6. Students' charts may vary, but should compare to the one that follows.

Group	Goals and Values	Concerns
French-Canadian habitants	<ul style="list-style-type: none"> • to preserve their farming lifestyle, language, religion, and culture 	<ul style="list-style-type: none"> • farmland becoming scarce; best land given to British merchants • economy poor • government mishandled cholera epidemic
British merchants	<ul style="list-style-type: none"> • to promote business • to improve canal system • to assimilate French Canadians into British culture 	<ul style="list-style-type: none"> • French Canadians controlled the Assembly
French-Canadian middle class	<ul style="list-style-type: none"> • to preserve French Canadian ways (seigneurial system, language, religion, civil laws) 	<ul style="list-style-type: none"> • British merchants controlled legislative council, Assembly had no power
Roman Catholic clergy	<ul style="list-style-type: none"> • to glorify farming lifestyle • to oppose violence 	<ul style="list-style-type: none"> • business should be left to the British • priests were overworked, had little time or power to influence politics

7. Students' biographies may vary, but should include the following points.

Louis-Joseph Papineau

- a wealthy seigneur
- speaker of the Lower Canada Assembly
- leader of the Parti Patriote
- made recommendations for change
- wanted responsible government

8. Papineau tried using the following peaceful methods to bring about change:

- letter writing
- petitions

Section 1: Activity 8

To begin this activity, ask students to set up two columns on a sheet of paper. Label the columns with these headings:

- Reasons It Is Right to Rebel
- Reasons It Is Not Right to Rebel

Provide a news article of a recent event involving rebellion and discuss it with the students. Then ask students to fill in the two columns. Ask the question, “Would it be necessary to rebel if there were peaceful ways to bring about change?” Try to show how violent rebellion grows out of situations where some people do not seem to have the necessary power or ways of influencing their government.

1. Questions asked might include the following:

- Who was involved in the battles?
- How many people were killed?
- Why did the battles take place?
- Where did the fighting occur?

2. Positions taken will be personal. Be sure they are supported by facts or examples. Question the students about their given reasons. Ask if there are alternatives. If possible, make references to current events. Ask if change is possible without violence.

3. Mackenzie and Papineau had to leave Canada. Others also were banned from Canada. Some were hanged. Many rebels lost property and were jailed.

4. Lord Durham was a member of one of the richest families in England. He was sent to British North America by the British government to find out why there had been rebellions and to suggest solutions to the conflict.

5. No, he did not understand how deeply the French felt about their language and culture. He thought the British ways were superior.

6. He recommended uniting Upper and Lower Canada into one province, separating British and Canadian affairs, and granting responsible government.

7. He thought that by uniting Upper and Lower Canada, the French identity would gradually disappear. He did not want to recognize Quebec as a distinct society.

8.
 - a. The British government accepted the recommendation to unite Upper and Lower Canada.
 - b. They rejected the proposal for responsible government.

9.

- a. The Rebellion Losses Bill was intended to pay Lower Canadians (people from Canada East) for property losses suffered during the 1837 Rebellion.

b. English Canadians opposed it, but French Canadians supported it. The majority of assembly members supported the bill. Elgin himself opposed it, but because he was in favour of responsible government, he had to sign it.

c. English-speaking merchants resented the bill, but if Elgin had not signed it, French Canadians would have been extremely angry. There was conflict in either case.

d. The principle of responsible government was established.

10.

- a. Baldwin and LaFontaine united to make improvements in Canada. They wanted to make government work better. They both realized that they needed the other’s support in order to achieve their goals.

b. Because of this co-operation, the French Canadians could use their share of political power to maintain their culture, thereby averting assimilation.

11. Answers will be students' opinions. They should mention the French/English conflict that divided Lower Canada and the anti-American feeling that existed in Upper Canada.
12. Changes that took place in Canada in the 1840s and 1850s include the following:
 - Trade improved.
 - Canals were built.
 - Roads were improved.
 - Railways were constructed.
 - Exports increased.
 - A decimal system of currency was adopted.
 - The modern postal system began.
 - The first postage stamps were printed.
 - Ottawa was chosen capital.

Section 1: Follow-up Activities

Extra Help

- | | | |
|--------------|-----------------|---------------|
| 1. Durham | 8. responsible | 15. reformers |
| 2. executive | 9. bills | 16. rebels |
| 3. assembly | 10. law | 17. sign |
| 4. province | 11. Elgin | 18. minority |
| 5. Lower | 12. legislative | 19. governor |
| 6. Union | 13. majority | 20. violence |
| 7. English | 14. voted | 21. Tories |
22. The governor held the most important position.
 23. It was a small group of rich and influential, English-speaking, Anglican people who controlled much of the decision making in Upper Canada.
 24. a. William Lyon Mackenzie and Robert Baldwin
b. Mackenzie believed it would be acceptable to use violence, but Baldwin wanted change in a peaceful and orderly way.
 25. a. **politics:** The governor and council controlled the decision making. The elected representatives had little power.
b. **land policies:** The land grants favoured the wealthy and the Anglican church.
c. **religion:** The Anglican church received special privileges over other religious groups.
d. **education:** Reformers wanted more public schooling, not just schools for the rich.
e. **economy:** Farmers wanted more roads and bridges to facilitate transporting their goods to market. There was demand for more trade with the United States.
 26. Mackenzie's demands as a reformer were ignored. He was personally attacked and his newspaper was shut down. He was also spurred on by the uprising in Lower Canada.
 27. The rebels were poorly organized and armed. Probably they did not have enough support from the general population.
 28. Answers will vary. They should be defensible. Students could explore whether there were alternatives.

Enrichment

Part A

- Discuss with students the issues that are raised at the conclusion of each activity. These may provide topics for writing.
- Encourage students to write from a personal point of view. If the students are willing to share their journal with you, ask if you can be a dialogue partner. You could then read the students' journal entries and make suggestions, encourage, and raise questions.
- Encourage students to maintain the journal on a regular basis in a key-tab or coil notebook.

Part B

1. Sentences will vary. Students should give sound reasons to support their sentences.
2. For comparison purposes, this could be done in chart form. Answers will vary depending on the sentences imposed by students.
3. Think about the characteristics of a crime. In what ways is rebellion illegal? Can a rebellion ever be legal?
4. Comparisons will depend on the news articles chosen.

If possible, bring in newspaper magazine articles for the students. The activity could be done in the form of a comparison chart such as the following:

	1837 Rebellion	Current Events
What Happened?		
Why Did It Happen?		
Who Was Involved?		
What Are the Issues?		

Section 1: Assignment Answer Key (25 marks)

1. D 2. B 3. D 4. C 5. C 6. C 7. A 8. B 9. B 10. C (10 marks)
11. a. The main grievance of the reformers in both Upper and Lower Canada was the lack of responsible government.
b. Answers will be personal opinion, but students should give reasoned responses.
(5 marks)
12. a. Lord Durham's recommendations were to unite Upper and Lower Canada and to grant the colony responsible government.
b. Lord Durham believed that the French should eventually be assimilated into English culture.
(3 marks)
13. 4 The Act of Union is passed.
3 Lord Durham recommends responsible government.
5 Reformers win a majority in the election.
2 Lord Durham is sent to study problems in the colonies of Upper and Lower Canada.
6 Lord Elgin signs the Rebellion Losses Bill.
1 Rebellions occur in Upper and Lower Canada.
(1 mark)

14. a. Lord Elgin personally disagreed with the bill, but he was committed to the principle of responsible government.
 - b. If there was to be truly responsible government, the governor had to sign the bill that had been passed by the legislative assembly, regardless of his opinions. (4 marks)
15. It was an important step toward a more democratic government. The people who made the laws would be responsible to the Assembly, which was then responsible to the voters. (2 marks)

Section 2: Expansion and Resistance

Key Concepts

- geographic regions
- population distribution
- constitution
- Confederation
- rebellion
- resistance

Two important events are focused on in this section—Confederation in 1867 and the Métis resistances of 1869 and 1885. Students will share in the excitement of Canada's birth as a nation. They should be able to relate how expansion was the result of many people's dreams to build a new country, but that it was also the result of struggle and conflict.

Upon completion of this section, students should

- understand it was a long struggle to bring various divisions of Canada together into Confederation
- realize that deciding what type of country Canada should be is a process that still continues today
- accept that the different geographic regions have different concerns that may not be shared by all other regions of the country
- have some knowledge of the groups affected by increased settlement in the Canadian West
- discover what changes rebellion and resistance caused in Canada's development as a nation

Teaching Suggestions

- Use historical maps on the overhead to show westward expansion.
- Students should continue to work on the time line they started in Section 1, Activity 7 to help them organize the events of Canada's development. This could be done as a class project rather than as an individual activity.
- The newspaper reporter role could be expanded into a class activity. Have students create a small newspaper within the historical context. Besides news reports they could include editorials, letters to the editor, ads, and political cartoons.

Note: Students may find the spelling North-West Territories confusing. North-West Territories was the original name of the land acquired from the Hudson's Bay Company in 1870. Today's version—Northwest Territories, spelled without a hyphen—dates from when the boundaries were defined in 1912.

Section 2: Activity 1

Activity 1 has students reviewing changes in Canada from 1800 to pre-confederation by examining maps. As well, students will create a pie graph showing the population and economic activities of each of the British colonies. Activity 1 is introduced through a comparison with a person's lifetime. That comparison could be enhanced by students making a list of changes in their own lives, or in the lives of their parents.

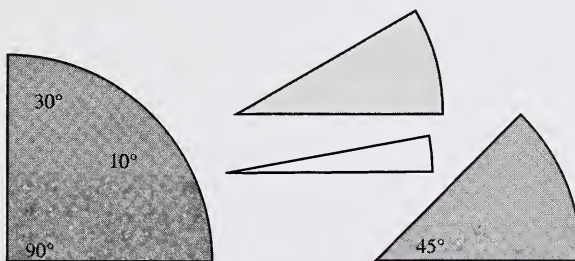
1. By 1860, Upper and Lower Canada had become Canada West and Canada East, respectively. Students might also observe that by 1860 there appeared to be more colonies or settlements and that boundaries had changed.
2. In the 1860s, the population of Canada was very sparse.

3. Descriptions will vary. Following is an example.

In the 1860s, Canada had a resource-based economy. Most people made their livings from the land, the forest, or the sea. Products included lumber, fish, wheat, and furs.

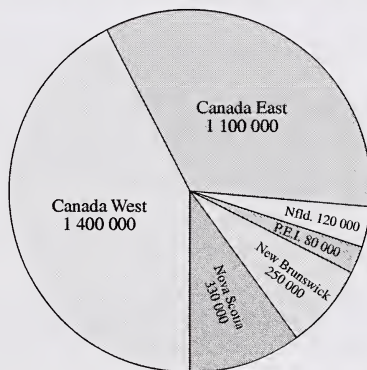
4. Have the students do their own calculations. Each colony should be coloured and labelled on the completed graphs.

Note: If a protractor is not available, use the sample pie sections supplied here to help students approximate the number of degrees needed for each colony.



The finished pie graph should resemble the following:

Population of the Provinces, 1864



5. a. Canada West New Brunswick
 Canada East Newfoundland
 Nova Scotia Prince Edward Island
- b. Difficulties may include
- choosing benefits that each province should get
 - selecting the number of elected representatives that each province should get
- c. Difficulties that might be encountered include
- distance
 - transportation and communication
 - natural barriers, for example, water

Section 2: Activity 2

Ask students to think about what makes it possible for so large a nation to stay united. What do provinces have in common that would allow Canada to exist as a nation?

1. a. Reasons for the political deadlock include the following:
 - religious and ethnic differences
 - personality conflicts
 - petty jealousies
 - lack of representative government
- b. Students' responses may vary. They will probably suggest that it would take co-operation and compromise to unite the colonies into one country.
2. a. George Brown, Reformers
 b. Antoine-Aimé Dorion, Rouges
 c. John A. Macdonald, Tories
 d. George-Étienne Cartier, Bleus
3. Outlines may vary. Following is a possibility.

Reasons for Confederation

- A. Political deadlock in Canada (pages 174–175 in text)
 1. No political party could gain a majority in the assemblies, so no decisions could be made.
 2. French-English conflict
 3. rivalry between political parties
 4. Other points...religious/language differences
- B. Threat of American invasion (page 176 in text)
 1. American expansion
 2. American Civil War
- C. Railways and trade (pages 176, 178 in text)
 1. Grand Trunk Railway would gain business
 2. railway to Maritimes good for trade
 3. need for markets within colonies

4. Other points...
 - a. a winter shipping port to Britain would be available
 - b. expense of building railway would be shared
 - c. common currency and laws would eliminate problems

D. Desire to create a new and important nation (page 176 in text)

1. West could be settled
2. protect land from American expansion
3. Other points... access to rich farming lands in West

E. Pressure from Britain (page 82 in text)

1. The colonies were too expensive for Britain.
2. Britain wanted colonies to be self-sufficient.

4. Following is a sample interview.

Interview with **George E. Cartier, Canada East**

I want to see French Canadians continue to have their own language, religion, schools, and civil law. These rights need to be guaranteed before we can join Confederation. There should be no representation by population as we do not want the English majority to have more influences over government decisions than French Canadians. Confederation can help provide markets for our farmers and merchants. It will also keep us from being annexed by the United States.

For the others, see pages 184 and 185 in the textbook *Canada: The Making of a Nation* for concerns each would likely have. Interviews should be written up in a format similar to that given for Cartier.

5.

Constitutional Conferences—Then and Now	
Similarities	Differences
<ul style="list-style-type: none"> politicians and leaders involved same places similar issues 	<ul style="list-style-type: none"> more media today people see it on TV more people know about the issues

Note: To help students understand what government conferences are about, bring in newspaper articles about government conferences.

You might want to bring out the point about the effect of television. Conferences are now stages for the media. There is more show business to it than in the past.

Section 2: Activity 3

Whether change is good or not is a matter of perspective. Activity 3 asks students to weigh the arguments for and against Confederation. You might begin by asking students to consider what makes a deal a good one! (Both sides in a deal have to feel they come away with something.)

1. a. Arguments for Confederation:
 - protection from United States
 - strong united country
 - railway
 - increased trade between provinces
 - expansion of the West
- b. Arguments against Confederation:
 - loss of provincial power
 - some thought union with U.S. better
 - unequal power of provinces
 - provinces unequal in population and size
 - conflicts about language
 - provincial rights might be lost
2. a. Differences that Confederation tried to deal with include
 - language
 - ethnic origins
 - economics
 - laws
 - religion
 - size and population of provinces
 - regional differences
- b. Yes, they are.
3. Macdonald's solution to Nova Scotia's opposition to Confederation was to promise Nova Scotia better financial terms and to offer Joseph Howe a cabinet position.
4. Challenges that Macdonald and his government were faced with once Confederation was achieved included
 - expanding Canada to the Pacific
 - building a railroad to link the provinces
 - bringing British Columbia into Confederation
 - buying Rupert's Land from the Hudson's Bay Company
5. Some possibilities would be
 - ownership of resources such as oil and gas
 - control of communication, for example, telephones, radio, television, Internet
 - self-government for First Nations
 - multicultural rights
 - women's rights
 - environmental issues

Section 2: Activity 4

The purpose of this activity is to have the students inquire into who lived in the West and what some of the problems were. They are presented with a number of questions to think about as they work through the activity. Upon completion, students should be able to answer those questions.


1.
 - a. It would be approximately 2000 km.
 - b. Travel would have been by foot, by horse and cart, and by boat on rivers.
 - c. The time it took would depend on the method of travel. It could easily take a month or more.
2.
 - a. The Hudson's Bay Company controlled it.
 - b. This land was used primarily for the fur trade and exploration.
 - c. The Canadian government became interested in controlling this land for the following reasons:
 - to stop American expansion
 - to have land for immigrants
 - to open new land for farming





3. The Métis in Assiniboia, 1869

Origins (Ancestry) <ul style="list-style-type: none"> • native and European (English and French) ancestry
Languages <ul style="list-style-type: none"> • French, English, as well as native languages such as Cree • Michif, which had developed from Cree, Ojibwa, French, and English
Religion <ul style="list-style-type: none"> • strong religious beliefs that affected their everyday life • beliefs stressed peace, hospitality, and friendship • many Roman Catholics
Economic Activities <ul style="list-style-type: none"> • buffalo hunting • trading • some farming

4.

Population of Assiniboia Settlement, 1869	
Total Population	11 600
French Métis	5 800
English Métis	4 200
Other	1 600

	 = 1000 population
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Total Population	
French-speaking Métis	
English-speaking Métis	
Other	

5. Issues important to the people of Assiniboia would be

- protection of the buffalo herds
- land rights
- language and religious rights
- control over government

Section 2: Activity 5

This activity has students inquire into the problem of continued expansion into the West for the Métis people in particular.

- Answers may vary. Most students will probably use such words as anger, frustration, fear, bewilderment, or confusion in their descriptions.
 - Again, answers may vary. Possible solutions may include meetings to discuss the problems, letters or petitions to the Canadian government, appeals to the Queen, or armed protests. Students may have other suggestions; however, they should be in keeping with the time period.
- Taché warned that there was increasing conflict in the Red River settlement and that violence could break out.
 - The answer is probably yes. Have students suggest why the government didn't listen.

- c. The federal politicians should have negotiated with the Métis and learned more about the Métis. Also, they should have stopped surveying and building roads.

They ignored the warning because of ignorance and because of the desire to expand the West. They did not take the Métis seriously.

- d. Possible solutions include

- negotiation
- going out West to meet with the Métis
- protecting and honouring Métis land claims
- agreeing to the Métis rights

3. a. The Métis did this to protect Métis interests and to speed up negotiations with the Canadian government. It could give the Métis a stronger bargaining position.
- b. Have students read the definitions of *resistance* and *rebellion* in the notes. Then have them review the reading, The List of Rights, on page 197 in the textbook. Which word best fits what the Métis did? Explain to students that it also depends on whose point of view is taken: to the Métis it was a resistance, to the government it was a rebellion.
4. Be sure the student's explanation includes all the rights listed.
5. The Métis thought that Métis rights would be better protected if Manitoba became a province.
6. Students will probably say the Métis problems were not solved. Students should focus on the continued and ongoing settlement of new immigrants, the pressure of the railway, the diminishing buffalo herds, and the government's denial and ignoring of agreements and Métis rights.

Section 2: Activity 6

The purpose of this activity is to provide students with some background for the North-West Resistance. When they have completed this activity, students should have some understanding of the effect of the westward expansion on the lives of the Aboriginal Peoples and the Métis. They should be aware that the actions that took place led to dramatic changes in the way of life of the Aboriginal Peoples and the Métis.

1. a. Destruction of the bison ruined the economy of the Aboriginal Peoples and the Métis. Without the bison, these people faced starvation.
 - b. Settlement of the North-West made it impossible for the Aboriginal Peoples to follow their traditional hunting and gathering way of life. Settlers took over the land that the Aboriginal Peoples and the Métis had used for years.
 - c. Treaties were signed by the Aboriginal Peoples because they thought the government would recognize the Aboriginal Peoples title to the land and help them adapt to a new way of life. By the 1880s, the Aboriginal Peoples were concerned that the government was not living up to the terms of the treaties. The treaties had created reserves for the Aboriginal Peoples and set out how they would live and what rules and laws they would live under. The Aboriginal Peoples no longer had control over their own affairs.
 - d. Smallpox and other diseases such as measles and tuberculosis killed many Aboriginal Peoples during the 1880s, greatly reducing the native population of the North-West.
 - e. The building of the railroad brought in many new settlers, which further eroded the way of life of the Aboriginal Peoples.
2. a. The North-West Mounted Police was created to reassure the Aboriginal Peoples of their rights (thereby guarding against an uprising of Aboriginal Peoples), to help the settlers, and to maintain law and order in the North-West.

b. Activities carried out by the NWMP included the following:

- drove the whiskey traders out
- protected the Aboriginal Peoples rights
- maintained law and order
- helped the settlers
- fought prairie fires
- acted as health officers
- patrolled the country
- conducted tours for immigrants

Section 2: Activity 7

The main intent of Activity 7 is to help students understand that the creation of Manitoba did not solve the problems of the Métis, and that they were forced to move further West, only to face more effects of continued expansion. Either as a conclusion or as a beginning to this activity, bringing in a spokesperson for the Métis would be a good way to inform students about the Métis perspective. Bringing in additional visual material would also be of benefit.

1. a. Reasons for the Métis movement westward included

- There was an increase in settlers from Ontario.
- The government did not live up to its promise for land grants.
- The buffalo herds decreased as the settlement of Manitoba increased.

b.

Concerns of People of the North-West		
Métis	Aboriginal People	Settlers
<ul style="list-style-type: none"> • buffalo were disappearing • land rights not honoured • feared increasing settlement 	<ul style="list-style-type: none"> • land rights threatened • negative effects of contact (for example, smallpox, whiskey trade) • forced to move from hereditary places • needed food 	<ul style="list-style-type: none"> • disliked the existing railway and economic policies • felt they had been excluded from some of the best land • wanted control over their own affairs (local government)

2. The government failed to respond in any serious way.

3. Plans will be students' own ideas, but they should contain workable solutions.

4.

My Plan	What the Métis Did in 1885
The students' solutions will vary.	<ul style="list-style-type: none"> • made up list of grievances • sought support from other settlers and native groups • sent petitions to the government • set up a provisional government on March 19, 1885 • ambushed police near Duck Lake • used hit-and-run warfare • held off government troops at Batoche

5. **Textbook question 3:** Students' answers will be personal opinions, however, they should be defensible.

6. Again, answers will be personal opinions. Students may need guidance in their research. Much has been written about Louis Riel and he has been featured in several plays and television dramas. In 1998, a private member's bill calling for Riel's pardon and declaration as a Father of Confederation was introduced into the House of Commons.

If students have access to the Internet, the following website may be useful for their research.

<http://infoweb.magi.com/~shuttle/riel-index.html#Ancestry>

Remember that URLs are subject to change.

Section 2: Follow-up Activities

Extra Help

- internal
 - internal
 - external
 - external
 - external
- The government wanted to expand into the West to
 - build a strong, united country
 - stop United States expansion
 - get more markets for its goods
 - obtain land for settlement and farming
 - increase the wealth of Canada

3. **Review of Groups**

People	Region (Where They Lived)	Goals (What They Wanted)	Values (What They Believed in)
Native People	<ul style="list-style-type: none"> various parts of the North-West Territories 	<ul style="list-style-type: none"> protection of land rights self-government protection of the treaties control of the whiskey trade 	<ul style="list-style-type: none"> traditional ways of life and government
Métis	<ul style="list-style-type: none"> At first they settled around Red River. Then they moved west to Saskatchewan. 	<ul style="list-style-type: none"> land rights language rights self-government protection of buffalo herds 	<ul style="list-style-type: none"> freedom religion culture
Settlers	<ul style="list-style-type: none"> started in Manitoba, gradually moved further west 	<ul style="list-style-type: none"> land for settlement and farming law and order union with Canada 	<ul style="list-style-type: none"> economic growth and well-being progress development

4. There would be conflict over goals and values. Students may give specific areas of conflict.
5. In retrospect, no. Students might suggest that the loss of land, destruction of buffalo herds, and the loss of a way of life was unfair.

Enrichment

1.
 - a. The man (Uncle Sam) represents the United States. Uncle Sam is a traditional American symbol. The woman represents Britain—clues to her identity are her apron made from the Union Jack and her name “Mother Britannia,” also, she is a caricature of Queen Victoria. The child represents Canada and is identified by the label on her dress.
 - b. It is a child because Canada is not yet an independent country.
 - c. The gun shows that Canada is trying to assert itself as an individual nation.
 - d. Both adults are ready to catch the child if she falls. The woman tells the child to be careful; the man says not to worry.
 - e. The United States is anxious to grab Canada for itself, it is exerting pressure on Canada to be part of the U.S. Britain wants Canada to go its own way, but is warning Canada to watch out for the United States, it is exerting pressure on Canada to be independent.
 - f. Canada was feeling pressure from the United States and Britain to be independent.

2. a. Students' answers will vary. Answers should reflect concern over land being taken by settlers and buffalo herds becoming smaller. Other issues can be worked in.
- b. Answers will vary. Try to get students to make a personal response.
3. a. The opposing sides in the Battle of Batoche were the Métis, led by Gabriel Dumont with 200 to 300 fighters, and the Canadian government. General Middleton led a government force of 1000 soldiers against the Métis.
- b. The government forces were equipped with cannons and Gatling guns. The Métis had a short supply of rifles and ammunition. When the Métis ammunition ran out, they used nails and bits of metal. (The Métis were also hampered by a lack of communication.)
- c. One possibility would have been small hit-and-run, ambush-type attacks.
- d. The Canadian forces had 8000 well-armed soldiers.

Section 2: Assignment Answer Key (25 marks)

1. a. Canada East and Canada West
- b. political deadlock
- c. Charlottetown
- d. North American
- (2 marks)
2.
 - to overcome political deadlock
 - to increase trade
 - to build railways
 - to prevent American expansion into British North America
 (2 marks)
3. a. BNA Act
- b. Canada
- c. John A. Macdonald
- d. Ontario (Canada West), Quebec (Canada East), New Brunswick, and Nova Scotia
- (2 marks)
4. B
5. A
6. D
7. A
8. C
- (5 marks)
9. F destruction of the bison
10. T
11. F When Ottawa did not respond to their demands, some of the people of the North-West, led by Louis Riel, resorted to **violence or armed resistance**.
12. T

13. F **Resistance** occurs when a group of people, in order to protect their way of life, opposes being taken over by another group. Such opposition might not be organized or violent.

(5 marks)

14. Students should state a clear position. References should be made to events in 1869, 1870, 1884, and 1885. Students should discuss the pressure that the Métis were under and why they resisted. Did the Métis have alternatives?

Whether they should take up arms will be personal opinion; however, reasons should back up positions taken.

Students might include the following points as background to the question.

The Métis felt pressure when surveyors began to survey their land. The Métis feared they would lose their land. They felt the government wasn't concerned with their land claims. Settlers were coming and crowding the Métis out of their own area. Buffalo herds were becoming smaller. Many of the Métis moved west where they hoped to live as they once had in the Red River colony. Later, in Saskatchewan, the coming of the railway and more settlers caused the Métis to be fearful of again losing their land.

Suggested mark distribution:

- content, 7 marks
- organization, 2 marks

(9 marks)

Section 3: Expansion Continued

Key Concepts

- expansion
- growth
- immigration
- enfranchisement/voting rights
- representative democracy

Upon finishing this section, students should

- understand how Canada continued to develop through the building of the railway to the West
- know that the government encouraged immigration to populate the West
- realize that there was a struggle for women and other minority groups to obtain the franchise
- develop some values about people's rights

Teaching Suggestions

- Use the overhead to present different maps and graphs throughout this section.
- Use classroom group activities in Activity 3. Have students read their interview to the class in report form. Ask students to pick out similarities and differences between the experiences each student relates to in their interview reports.
- Have a classroom debate. Get students to prepare debate positions and hold a debate in Activity 4.
- Have students collect newspaper and magazine articles, then create a bulletin board display for Activity 5 to help show more issues in today's news.
- Get students to add to their time lines to keep up with events as they are studied in this section.

Section 3: Activity 1

This activity asks students to think about what it means for new provinces to join Canada. The activity begins by having students read a comparison between a family and a nation. After students read the comparison, you might ask students to write a description of their own families, and list the responsibilities that each member of the family has.

1. Points from the Métis List of Rights that became part of the Manitoba Act included
 - giving French and English equal status as official languages
 - allowing Catholics and Protestants the right to set up their own school systems
2. a. British Columbia wanted responsible government, payment of a provincial debt of over \$1 000 000, a railway line to the East to be started within three years, and a road-building program.
- b. The federal government offered enough money to Prince Edward Island for it to buy back all of its own land from absentee landlords, and then sell this land to its own people. Other terms included payment of all Prince Edward Island's railway debts; six, instead of five, representatives in the House of Commons; efficient and continuous communication with the mainland.
3. Present-day Alberta and Saskatchewan were part of the North-West Territory until 1905. Newfoundland had been a separate British colony.
4. a. The Northwest Territories, Nunavut, and the Yukon Territory could become provinces.
- b. Answers will vary. Students might consider the issues of Quebec or Western Canadian separatism.

Section 3: Activity 2

The aim of Activity 2 is to help students achieve a sense of what the railway meant to Canada and the people involved with it. If it is possible, invite someone who has worked on the railway to speak to the students.

Gordon Lightfoot's "Canadian Railroad Trilogy" tells of some of the hardships endured in building the railway. If available, play the song to the students.

1. a. Macdonald's dream was to build a prosperous Canada that stretched from sea to sea.
- b. The railway would unite the country—it would take settlers to the West. The settlers could use the railway to send their produce to eastern markets. Eastern manufactured goods would in turn be transported to the West.
2. Aboriginal Peoples had to give up much of their land in return for treaties. Their nomadic way of life ended. The prairies were turned into farm land. The buffalo herds and other wildlife disappeared along with the Aboriginal Peoples' traditional way of life.
3. Land needed to be surveyed. Treaties needed to be signed with Aboriginal Peoples living on the prairies. Vast distances had to be covered, and the mountains and the Canadian Shield had to be crossed.
4. Twenty-five million dollars in cash, 10 million hectares of land, survey work and completed government-owned railway worth millions of dollars, and a railway monopoly for twenty years were given to the Canadian Pacific Railway Company.
5. The government felt the railway was needed to take settlers and supplies west. It would help to keep the area from becoming part of the United States. It could be used for trade and defence.

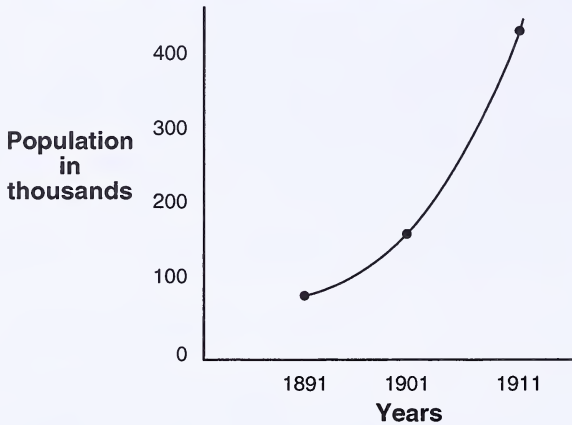
Section 3: Activity 3

How did immigrants change the West and contribute to Canada's growth as a nation? What was the immigrant experience like? Students are encouraged to explore these questions in Activity 3. One of the questions in the activity has students interview a person about immigrating. This could be done as an introductory activity.

1. a. Possible reasons are
 - to discourage United States expansion
 - to expand agricultural land
 - to increase the wealth of Canada
 - to provide a market for manufactured goods
- b. (1) They tried to recruit people who knew how to farm, especially grain farming and dry-land farming.

- (2) These people came from the American West, the Ukraine, and Eastern Europe.
- (3) It was felt these people were used to working hard and under tough conditions.

2. a. **Population Growth of the North-West, 1891 to 1905**



- b. Students' answers may vary, but they should make the point that the population of the North-West increased tremendously after 1900.
3. a. Answers may vary. Some possibilities might include
- poverty in their homeland
 - political persecution in their homeland
 - few opportunities in their homeland
- b. Canada offered free land, freedom from persecution, and opportunities for a new way of life.
4. a. Work with students to identify a person to interview. Questions asked will vary.
- b. **Note:** This could be done in chart form. Some suggested headings are as follows:

Immigrant Experiences	
1885	Today
Where person immigrated from Why person immigrated How person travelled to, and in Canada Occupation of person Language of person	

5. Province	Date
Ontario	1867
Quebec	1867
Nova Scotia	1867
New Brunswick	1867
Manitoba	1870
British Columbia	1871
Prince Edward Island	1873
Alberta	1905
Saskatchewan	1905
Newfoundland	1949

Section 3: Activity 4

Activity 4 asks students to look into the question of why voting rights are important in a democracy. The activity can be introduced to students by starting with this question: **Who should have the right to vote?** Have students discuss what they think about the question. Ask students if people in Canada always had the right to vote. Tell the students they will be participating in a debate later in the activity.

The question of voting rights for women can be introduced with a question about the equality of men and women in our society. Should there be equal numbers of men and women in politics? The question of voting rights is related to nationhood. The growth of nationhood also means involving more people in decision making in the country.

1. Answers will vary. Discuss the opinions presented with the students. Have students explain why they feel as they do about voting rights.
2.
 - a. Those who could vote in 1867 were men over the age of twenty-one who owned or rented property and were British subjects.
 - b. Those who could not vote included
 - women
 - recent immigrants
 - criminals
 - poor people
 - mentally ill patients
 - c.
 - (1) You might feel discriminated against, frustrated, angry, and left out.
 - (2) You could try talk to members of parliament, write petitions, or demonstrate.
 - d. **Note:** Be sure students know how voting works and what a secret ballot is.
 A secret ballot is necessary so that voters can vote for whomever they want without feeling pressured.
3.
 - a. The following are possible answers:
 - belief that men were superior to women intellectually
 - belief that politics was a man's game and too tough and dirty for women
 - idea that women should be protected
 - idea that women's place was in the home
 - people did not accept the idea of equality of the sexes

b. Answers may vary. The following are possibilities:

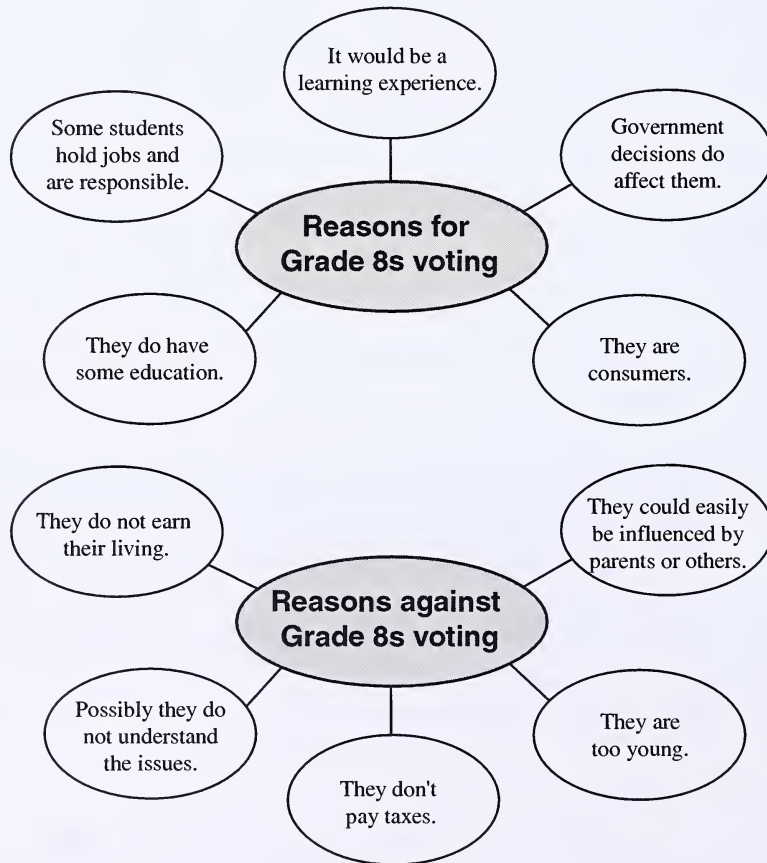
Yes

- Women now vote.
- There are more women in politics.
- There are more women in jobs that were formally only for men.

No

- There are still differences in wages.
- Women are still not represented equally in government and other positions of leadership.

4. a. Not allowing minority groups to vote denies equality, fairness, and access to power. It is discrimination on the basis of race, colour, or gender.
- b. It allows one group to discriminate against another. Democracy cannot work if people are not equally represented.
5. What would be the reason for restrictions? Some possibilities are crimes against the state, treasonous acts, or dishonest election practices.
6. a. Reasons will vary. Help students list as many ideas as possible based on the reading of the chapter and the previous questions.



b. The answers given are suggestions; students may come up with other ideas.

Debate: Should Grade 8 Students Have the Right to Vote?		
	FOR	AGAINST
Short summary of your position	Ideas may vary.	Ideas may vary.
Three main ideas supporting your position	<ul style="list-style-type: none"> • Students are educated. • They are consumers. • Voting would be a learning experience. • Government decisions affect them. • Some students work. 	<ul style="list-style-type: none"> • Grade 8s are too young. • They shouldn't be burdened with responsibility. • They don't have jobs or pay taxes. • They don't understand issues. • They could be influenced by parents or others. • Grade 8s aren't taxpayers.
Three questions you would ask the other side (Use this part as a rebuttal to opposing position.)	<ul style="list-style-type: none"> • As students, don't we take responsibilities? • Don't many of us have part-time jobs? • Doesn't voting teach us more about politics? • We learn about issues in school, so why shouldn't we be able to make decisions? 	<ul style="list-style-type: none"> • Parents buy things for them, so students aren't really consumers, are they? • Wouldn't you rather not worry about politics? • Shouldn't you be more mature to vote? • Aren't students too readily influenced by adults or others?

c. Positions will vary. The webbing and chart activities should have helped students to organize their thinking.

Section 3: Activity 5

The purpose of this activity is to summarize Canada's growth as a nation up to 1900. Students are asked to summarize some major events that occurred after 1900.

1. Have students use their time lines to list the major dates and events.

These will include the 1837 Rebellions; Confederation in 1867; the Riel Rebellion, 1869; the North-West Resistance, 1885; and continue on to the building of the railroad and the settlement of the West.

2. Answers may vary, but might include people such as the following:

- Lord Durham, Durham's Report
- Sir John A. Macdonald, helped form Canada, first prime minister
- Riel, pushed for Métis and Aboriginal Peoples' rights
- Sifton, promoted settlement of the West
- Nellie McClung, worked for women's rights

Others studied may be listed.

3. Canada was colonized by both France and England. The use of French and English as official languages has been ensured by the agreements and rights in the BNA Act and other constitutional agreements.

4. Internal pressures

- rebellions
- Métis resistance
- political deadlock
- struggle for representation

External pressures

- pressure from United States
- threat of Fenian raids
- immigration and settlement
- pressure from Great Britain

5. Students may need assistance in identifying the issues illustrated by the headlines. This question could be done as a class activity.

Answers may vary. Following are possibilities.

- a. Canadian unity; Quebec sovereignty or separation: kind of Canada we want
- b. native rights; use of violence to bring about change
- c. bilingualism
- d. division of federal and provincial powers

Section 3: Follow-up Activities

Extra Help

	What change did people want to bring about?	Why was there a struggle?	Who was involved?	What changes in government resulted?
The Struggle for Responsible Government	<ul style="list-style-type: none"> to achieve a greater representation in government 	<ul style="list-style-type: none"> French majority in Lower Canada felt controlled by the minority English ruling group English population in Upper Canada felt Family Compact controlled the government 	<ul style="list-style-type: none"> French and English 	<ul style="list-style-type: none"> the Durham Report the Act of Union responsible government
The Road to Confederation	<ul style="list-style-type: none"> to unite the scattered collection of colonies into one nation 	<ul style="list-style-type: none"> rivalry between political parties about who should control the government 	<ul style="list-style-type: none"> various political parties 	<ul style="list-style-type: none"> Confederation BNA Act
Expansion Westward	<ul style="list-style-type: none"> to govern the former Rupert's Land 	<ul style="list-style-type: none"> ownership of Métis lands 	<ul style="list-style-type: none"> Métis and Canadian government 	<ul style="list-style-type: none"> creation of Manitoba
Governing the North-West	<ul style="list-style-type: none"> to gain responsible and self government in the North-West Territories 	<ul style="list-style-type: none"> land claims and poor living conditions 	<ul style="list-style-type: none"> Aboriginals, Métis, settlers of N.W.T., and Canadian government 	<ul style="list-style-type: none"> creation of Alberta and Saskatchewan
The Right to be Heard	<ul style="list-style-type: none"> to obtain the right to vote 	<ul style="list-style-type: none"> the right to vote 	<ul style="list-style-type: none"> women and the federal government 	<ul style="list-style-type: none"> women achieved the right to vote federally

Enrichment

- Answers will vary depending on which issue students choose to write about. Opinions should be supported with reasons.
- Students should find this site interesting. They may wish to visit other related sites.

Hint: A useful tool for research is the following URL, which lists ten most popular websites for a given topic:

<http://www.directhit.com/>

- Again, responses will vary depending on individuals selected and available research material.

Section 3: Assignment Answer Key (25 marks)

1. B
2. A
3. B
4. C
5. D
6. D
7. C
8. A
9. C
10. D
11. D
12. A
13. B
14. A
15. B (15 marks)

16. Answers to the RAFT exercise will vary greatly depending on the student's choice of role, audience, format, and tense. Look for accuracy and completeness in content. Organization and neatness should be considered. Check that the role and audience chosen are addressed throughout the composition.

Suggested mark distribution:

- content, 6
- organization, 4

(10 marks)

Final Module Assignment Answer Key (25 marks)

1.

Concept	Definition	Specific Example
Nationhood	<ul style="list-style-type: none"> A nation is a community of people occupying and possessing a defined territory and unified under one government. 	<ul style="list-style-type: none"> Confederation joined provinces and colonies under one government. Their common borders became the borders of Canada as each region became part of Canada.
Founding Peoples	<ul style="list-style-type: none"> people of specific language and cultural backgrounds who help begin a nation 	<ul style="list-style-type: none"> In Canada, the native people, French Canadians, and early English-speaking settlers helped to begin building a nation.
Bilingualism	<ul style="list-style-type: none"> the policy of two official languages in a country 	<ul style="list-style-type: none"> Canada has an official policy of bilingualism. Both English and French are official languages.
Settlement	<ul style="list-style-type: none"> the movement of people from a colonizing country who come to live and work in new lands 	<ul style="list-style-type: none"> New France was settled by people from France. United Empire Loyalists moved to the Maritimes and Upper Canada from the United States. Immigrants came to the West.

Reform	<ul style="list-style-type: none"> making changes in the way a country is governed 	<ul style="list-style-type: none"> The Act of Union in 1841 changed the organization of government and the way it worked. Responsible government was brought in.
Rebellion	<ul style="list-style-type: none"> a group of people takes up arms against a government and tries to bring about change through violence 	<ul style="list-style-type: none"> In 1837, Reformers rebelled because they wanted responsible government. In 1869 and 1885, the Métis took up arms to defend their rights and territories.
Confederation	<ul style="list-style-type: none"> the joining of different provinces under one common federal government 	<ul style="list-style-type: none"> In 1867, Ontario, Quebec, Nova Scotia and New Brunswick united to form Canada.
Provinces	<ul style="list-style-type: none"> political divisions of a federation <p>All provinces have their own governments but are all under one national or federal government.</p>	<ul style="list-style-type: none"> Canada has 10 provinces, each with its own government.
Enfranchisement	<ul style="list-style-type: none"> obtaining the right to vote 	<ul style="list-style-type: none"> In 1918, women won the right to vote in Canada.
Immigration	<ul style="list-style-type: none"> the movement of people from one country to another <p>Immigrants help to populate a new country.</p>	<ul style="list-style-type: none"> From 1885 to 1905, many immigrants came to Canada to begin farming in the West.
Government	<ul style="list-style-type: none"> the system by which a nation or region is ruled 	<ul style="list-style-type: none"> The Canadian government is a representative democracy. Members of Parliament meet in Ottawa. Each province also has an elected government.

(10 marks)

2. Answers should include such points as the following:

- Canada has a defined territory.
- Canada has one main government.
- Canada has many differences, but people identify themselves as Canadians.
- The kind of government and laws we have were struggled for by people living in Canada.

Suggested mark distribution:

- content, 9
- organization, 6

(15 marks)

Module 5: Settlement Patterns of Brazil

Overview

In this module, students will examine the physical and human geography of Brazil. They will have the opportunity to look at many of the factors that shaped, and continue to shape, the exploration, expansion, and settlement of both past and present Brazil.

Module 5: Settlement Patterns of Brazil

Section 1: Getting to Know Brazil

Section 2: Exploration, Expansion, and Settlement



Evaluation

The evaluation of this module will be based on two assignments. These assignments will be weighted as follows:

Assignment Booklet 5A		
Section 1 Assignment	50 marks	
Assignment Booklet 5B		
Section 2 Assignment	<u>50 marks</u>	
TOTAL	100 marks	

Materials Needed

Students will need a pen, a pencil, pencil crayons (or coloured felts), and the textbook *Brazil: Land of Contrasts* (Edmonton: Reidmore Books, 1989).

Teaching Suggestions

In this module, students will find out about Brazil and its people. Perhaps you can get some travel posters and brochures on Brazil to create a bulletin board display. If anyone in your area has been to Brazil, you might ask him or her for some souvenir items such as pictures, stamps, coins, or a flag to display.

Another suggestion would be to make a large map of Brazil. Then you could get some items such as coffee beans, pieces of sugarcane, rubber, and other resources that Brazil would have. Attach these items to the map over the regions that produce these resources. Well-known symbols could be used for items you cannot obtain.

Having some items that are from Brazil, or some items that represent it, will help the students to identify with Brazil.

Section 1: Getting to Know Brazil

Key Concepts

- physical geography
- human geography
- topography
- contrasts

Upon finishing this section, students should

- have some knowledge of the unique physical features of Brazil
- be able to identify some contrasts that exist in Brazil
- understand how climate and landform have affected the settlement of Brazil

Teaching Suggestions

- Some group activities can be done by the students in your class. For example, in Activity 2, the class could be broken into small groups of three or four students each. The students in each group could discuss whether the statements are true or false. After discussion, the different groups can report their answers to the class.
- In the Enrichment for Part A, the students could make the relief map as a class project. If you have a spare table in the room, the map could be built large and left on the table for all the students to see. Small groups of students could work on different areas at different times.
- In Part B of the Enrichment, students could interview people in groups of two or three, then write up their answers in report form to present to the entire class.

Section 1: Activity 1

1. Answers will vary from student to student. The major differences that will probably be noted are the differences in dress, ways that people make their living, and methods of transportation. Also, students should note the difference in surroundings.
2. Answers will vary from student to student. The answers will probably reflect that people have changed their surroundings and, therefore, have changed the way they make their living.
3. Students should note that the surroundings have changed from a natural habitat to an urban setting.
4. Answers will vary. Students should note that in some way the individuals will have changed from a way of life where they “live off the land,” to more urban, modern activities.

Section 1: Activity 2

1. False (Portuguese)
2. False (coastal areas)
3. False (seasonal variation)
4. True
5. False (rolling plateau)
6. False (service industry)
7. True
8. True

9. True
10. False (In 1985 coffee only accounted for 10 percent of the export revenue.)
11. True
12. False (Brazil has low, rugged mountains. The climate also needs to be considered.)
13. True
14. False (Illiteracy is very high.)
15. True

Section 1: Activity 3

1. The book is entitled *Brazil*.
2. Yes, the subtitle is *Land of Contrasts*; it suggests that the book will discuss some of the differences to be found in Brazil.
3. Ishie Dawood is the author.
4. The book was printed in 1989.
5. Permission must be obtained from the *Canadian Reprography Collective*.
6. Answers will vary. Possible answers include the following:
 - Mr. Dawood travelled the world.
 - Mr. Dawood has travelled in Brazil.
 - He has a Master's Degree.
 - He has taught for nineteen years.
7. the topography of Brazil
8. Possible answers may include the following:

<ul style="list-style-type: none"> • The Size and Position of Brazil • Latitude • Mountains and Plateaus of Brazil • The Amazon River • The Meetings of the Waters • The São Francisco River System • Piranhas–Man-eaters or Hollywood Myth? • Questions 	<ul style="list-style-type: none"> • What Are Latitude and Longitude? • Longitude • Rivers of Brazil • How the Amazon Got Its Name • Alligator Hunters • The Rio de la Plata System • Summary • Suggested Activities
--	--
9. Possible answers include the following:
 - He played professional soccer for ten years.
 - He recorded a record 1000 goals.
 - He began playing in the street.
 - He came from a small town.
 - He is world famous.
10. Chapters 2 and 9 may contain information about coffee.
11. The textbook identifies a new word by making it boldface (in darker letters).

12. New vocabulary is defined right after the new word is mentioned, at the bottom of the page, or both.
13. The glossary is located on pages 107 to 109.
14. The page is entitled “A Note on Pronunciation.”
15. The pronunciation key is ä mä zó näs.
16. The index is located on the very last pages.
17. Possible answers include the following:
 - Africans • Japanese
 - Europeans • Lebanese
18. This information is found on page 70.
19. Possible answers include the following:
 - contrasts in topography • climates
 - wealth • industrial power
 - ethnic groups
20. a. Students should identify the home in the top left-hand corner as the one that represents poverty. The home in the picture below it represents wealth.
- b. Possible answers include the following:
 - The poor home has no door.
 - The poor home has holes in the wall.
 - The poor home is very small.
 - The poor home does not appear to have electricity or running water (note washstand outside).
 - The wealthy home is larger.
 - The wealthy home has glass windows.
 - The wealthy home appears sturdier.
 - The wealthy home appears landscaped.
 - The wealthy home has a pool and a deck.
- c. The wealthy home would protect better.
- d. The wealthy home would likely have running water.
- e. Answers will vary.
21. Answers will vary. Possible answers for contrast in standard of living include photos on pages 12 and 50, 56 and 66, and 55 and 84. Possible answers for contrast in topography include photos on pages 5 and 25, 17 and 97, and 26 and 38. Possible answers for contrasts in climate include photos on pages 38 and 41, and 25 and 26. Possible answers for contrasts in industry include photos on pages 87 and 98, and 84 and 85. Possible answers for contrast in cultural groups include pages 5 and 65, 67 and 81, and 89.

Section 1: Activity 4

1. Brazil is located in South America.
 2. Brazil is in the Southern Hemisphere.
- Brazil is in the Western Hemisphere.

3. Uruguay, Argentina, Paraguay, Bolivia, Peru, Colombia, Venezuela, Guyana, Suriname, and French Guiana all border Brazil.
4. The Atlantic Ocean borders Brazil.
5. Brazil is 8 512 000 square kilometres in area.
6. Brazil is fifth largest in size.
7. They are separated by 33° of latitude. Note: Boa Vista is 3° north of the equator, and Pôrto Alegre is 30° south of the equator (3 + 30 = 33).
8. They are approximately 3300 kilometres apart.
9. The two are separated by 38° of longitude.
10. You would travel roughly 4000 kilometres.

Section 1: Activity 5

1.

Topographical Regions of Brazil				
Region	Size	Location	Altitude	Resources
Coastal Belt	<ul style="list-style-type: none"> 7000 kilometres long 	<ul style="list-style-type: none"> Atlantic Coast 	<ul style="list-style-type: none"> sea level 	<ul style="list-style-type: none"> fish sugarcane farmland
Guiana Highlands	<ul style="list-style-type: none"> very small 	<ul style="list-style-type: none"> northern Brazil 	<ul style="list-style-type: none"> 200 to 300 metres above sea level 	<ul style="list-style-type: none"> gold minerals
Brazilian Highlands	<ul style="list-style-type: none"> 5/8 of Brazil's total area (5 320 000 km²) 	<ul style="list-style-type: none"> central and southern interior 	<ul style="list-style-type: none"> 790 to 2400 metres 	<ul style="list-style-type: none"> grazing land gold rubber hydroelectricity
Amazon Basin	<ul style="list-style-type: none"> 35 to 40% of Brazil's total area 	<ul style="list-style-type: none"> northern Brazil along Amazon River and its tributaries 	<ul style="list-style-type: none"> less than 100 metres above sea level 	<ul style="list-style-type: none"> timber oil minerals farmland rubber hydroelectricity

2.

River System	São Francisco	Rio de la Plata	Amazon
Major rivers in system	<ul style="list-style-type: none"> São Francisco 	<ul style="list-style-type: none"> Rio Piraná, Rio Paraguay, Rio Uruguay 	<ul style="list-style-type: none"> Rio Negro, Rio Madeira, Xingu, Tapajos, Amazon
Use as transportation routes	<ul style="list-style-type: none"> not good due to Paulo Alfonso Falls 	<ul style="list-style-type: none"> limited due to waterfalls 	<ul style="list-style-type: none"> very good, ocean liners can travel the lower section; smaller vessels can travel the upper sections
How have humans changed the river?	<ul style="list-style-type: none"> many hydroelectric dams 	<ul style="list-style-type: none"> many hydroelectric dams 	<ul style="list-style-type: none"> many hydroelectric dams, settlements, hunting

Section 1: Activity 6

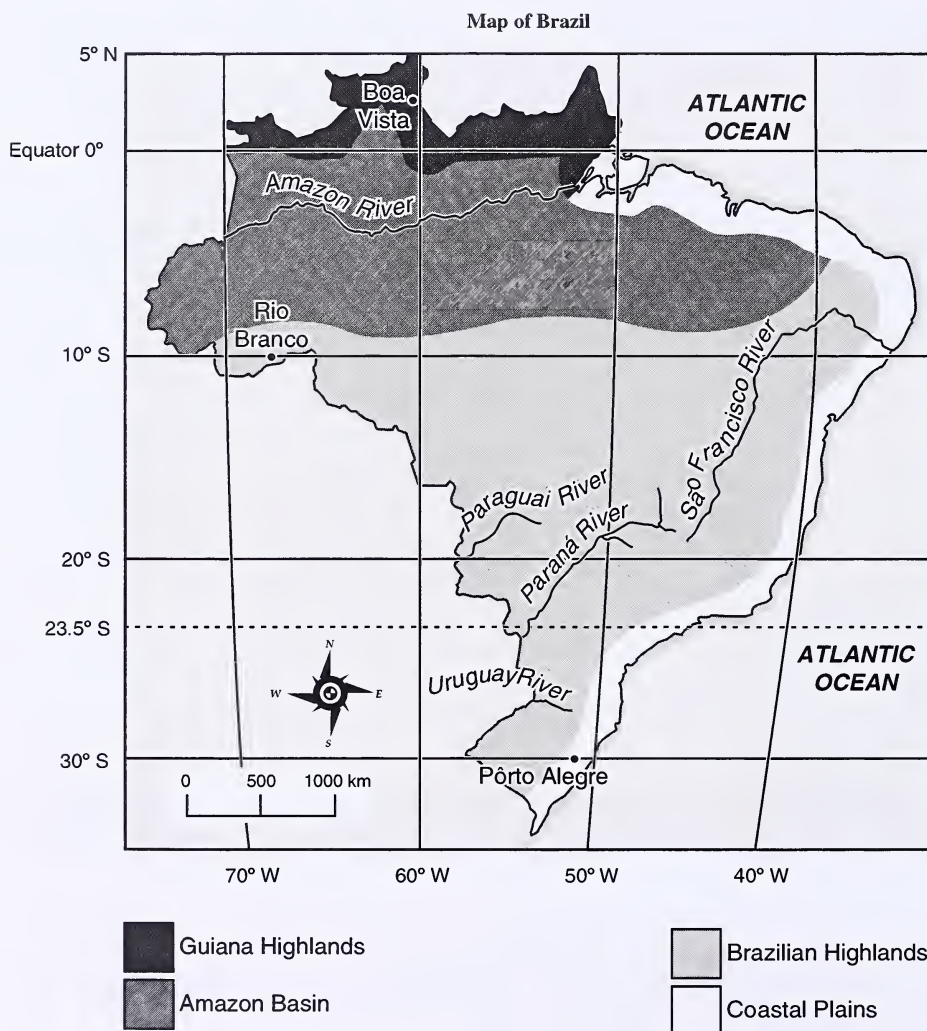
Climatic Region	São Francisco	Rio de la Plata	Amazon
Number and type of seasons	<ul style="list-style-type: none"> two; wet and dry 	<ul style="list-style-type: none"> three; hot-dry, hot-wet, cool-dry 	<ul style="list-style-type: none"> two; summer and winter
Temperature range	<ul style="list-style-type: none"> 25° Celsius all year 	<ul style="list-style-type: none"> 18–28° Celsius 	<ul style="list-style-type: none"> 10–27° Celsius
Average rainfall	<ul style="list-style-type: none"> 150–200 centimetres per year 	<ul style="list-style-type: none"> 100 centimetres per year 	<ul style="list-style-type: none"> 100–150 centimetres per year
Vegetation	<ul style="list-style-type: none"> great variation, different kinds of rain forest 	<ul style="list-style-type: none"> tropical rain forest deciduous forest shrub grasslands 	<ul style="list-style-type: none"> mostly grasslands with shrubs and trees
Human Activity	<ul style="list-style-type: none"> hydroelectricity cattle farming mining 	<ul style="list-style-type: none"> cattle ranching 	<ul style="list-style-type: none"> cattle farming coffee

Section 1: Follow-up Activities

Extra Help

Part A

1. to 3.



Note the legend used to indicate the land areas. The colours the student has used may vary. Check the accuracy of the student's legend and river labelling.

Part B

1. p l a t e a u
2. A m a z o n
3. n a t i v e f e m a l e
4. T o p s o i l
5. t r i b u t a r i e s
6. h y d r o e l e c t r i c
7. k a l e i d o s c o p e
8. L o n g i t u d e
9. E q u a d o r and C h i l e
10. l o w l a n d s
11. R i o N e g r o
12. t e m p e r a t u r e r a n g e
13. M e r i d i a n
14. t r i b u t a r i e s
15. s e d i m e n t
16. i g a r a p é

Answer: l a t i t u d e a n d l o n g i t u d e

Enrichment**Part A**

This is a good activity for students who are more tactile and would benefit from a “hands on” activity.

Part B

This activity is an opportunity for the student to practise communication skills by interviewing people. Obviously, the answers depend on the people interviewed.

Section 1: Assignment Answer Key (50 Marks)

1. D
2. D
3. C
4. C
5. B
6. B
7. C
8. A
9. D
10. B (5 marks)
11.
 - a. Belo Horizonte
 - b. Rio Branco
 - c. Manaus
 (3 marks)
12.
 - a. 29°S and 52°W
 - b. 30°S and 53°W
 - c. 16°S and 48°W
 - d. 2°S and 48°W
 (4 marks)
13.
 - a. B
 - b. Brasília
 (1 mark)
14. The range in Northern Brazil is the Guiana Highlands. (1 mark)
15. The Amazon River flows through the Amazon Basin. (1 mark)
16. The range in eastern Brazil is the Brazilian Highlands. (1 mark)
17. The Amazon River flows east, because there are mountains to the west and north of the river and water runs downhill. (2 marks)
18. Area B would be the driest.
 - There are no rivers noted in area B.
 - The mountains to the east of area B would block moisture from the ocean coming in on westerly winds.
 (3 marks)
19. Area A would be the most populated.
 - The coastal plains would have many people.
 - Port cities would account for a large population.
 - People would have originally settled along the coast.
 - Transportation is better with access to the ocean.
 - The plains would be fertile.
 (4 marks)

20. Some possible reasons include the following:

- Rivers could be used for transportation.
- Rivers could be a food source.
- Rivers could supply fresh drinking water.
- River areas are usually areas of easiest access.
- Rivers can provide hydroelectrical power.
- Rivers provide irrigation for crops.
- River valleys are often more fertile.

(3 marks)

21. Answers will vary. Look for the following points:

- Rivers can provide transportation routes, sources of fresh water, fish, and power.
- Mountains can be barriers to transportation, but they can also be sources of natural resources.
- Plains and plateaus can be suitable areas for agriculture.
- Coastal plains can provide access to trading partners and fishing.

Students may mention other influences.

Suggested mark distribution:

- content, 7 marks
- organization, 3 marks

(10 marks)

22. a. **latitude:** The closer you are to the equator, the warmer it is. For example, the tropical rain forests in northern Brazil (close to the equator) are warmer than the semitropical forests in southern Brazil (further from equator).
- b. **altitude/mountains:** At higher altitudes air cools and cannot hold as much moisture as it can at lower altitudes. As the air rises over the mountains, the moisture condenses and falls on the lower slopes. The upper slopes will be drier. Mountains can, therefore, block off moisture from some areas. For example, Brazilian highlands are dry because the escarpment cuts off ocean moisture.
- c. **winds:** Winds carry warmth, moisture, or cold, depending on where they are coming from. For example, warm, moist winds blow into the southern part of Brazil. Dry winds blow into the Central-West region of Brazil.
- d. **nearness to large bodies of water:** Large bodies of water usually provide rain and warmer temperatures. That is why many crops can grow along the coast of Brazil. Many people live along the coast because of its pleasant climate.

(12 marks)

Section 2: Exploration, Expansion, and Settlement

Key Concepts

- settlement patterns
- exploration
- expansion
- human interaction with the physical environment

Upon finishing this section, students should


- have some knowledge of the resources that determined settlement patterns in Brazil
- understand how the expansion of European settlement affected the Aboriginal Peoples of Brazil
- examine how human interaction has affected the environment of Brazil

The following outline may help you in guiding students through this section.

Exploration, Expansion, and Settlement

- I. Exploration and settlement led to changes to the physical environment.
 - A. Before European contact, change was limited because of the native lifestyle.
 - B. Contact with the Portuguese brought the first changes.
 1. Brazilwood was cut down.
 2. Natives were aided by new tools from Europe.
 - C. Portuguese colonists introduced sugarcane.
 1. Sugarcane took nutrients from the soil.
 2. Clearing more forests caused more strain on the land.
 - D. Ranchers cleared more land for cattle grazing; overgrazing increased the demand for land.
 - E. Mining brought many new immigrants to Brazil. More land was cleared for roads, mines, and settlements.
 - F. Coffee production brought many new immigrants to previously unsettled areas; more land was cleared for huge plantations.
 - G. The demand for rubber created new settlements in remote areas of the rain forest. People came to live in areas that had been previously unpopulated.
- II. Different people were affected differently by development.
 - A. Native people were pushed deeper and deeper into the rain forest, away from their traditional lands. Many were enslaved or killed by the Portuguese.
 - B. African slaves were captured and brought to Brazil. This was very true when sugarcane and mining were the main industries.
 - C. The Portuguese, at each stage of development, explored and settled areas. Several Portuguese became very wealthy. Portuguese would often move to a new area, but would leave when the resource in that area ran out, or when the area was no longer needed.
 - D. Immigration continued from Europe and Asia, especially during gold and coffee booms.

Teaching Suggestions

- The maps in Activity 1 showing resource development could be put on overhead transparencies and shown to the class.
- In Activity 3, you could make a large map of Brazil (covering several sheets of heavy paper) showing the five geographical regions. Cut each region into five pieces, making it like puzzle pieces. Students can place the area of the region on the piece marked A; the population on the piece marked ; and the poor or rich on the piece marked \$. Students can then place the pieces together to come up with their map of Brazil, which will contain a summary of information about Brazil. This could be done as a large wall chart, or students could have individual puzzles.

Section 2: Activity 1

In Search of Wealth: Exploration and Expansion		
Period in History	Changes to Physical Environment	Effects on People
Before 1500 Native Amerindians	<ul style="list-style-type: none"> • There was little permanent change. 	<ul style="list-style-type: none"> • There was little contact between groups; therefore, groups had little effect on one another.
1500s Portuguese Trade and Colonization	<ul style="list-style-type: none"> • Brazilwood was cut down from coastal areas, and new settlements were established. 	<ul style="list-style-type: none"> • Native people were pushed off the coast.
1600s Sugarcane	<ul style="list-style-type: none"> • New areas were cleared for sugarcane plantation. • New settlements were established. 	<ul style="list-style-type: none"> • More Portuguese occupied Brazil as permanent settlers. • Natives were captured and enslaved. • Natives retreated deeper into the interior. • African slaves were brought to Brazil to work on plantations
1600s Ranching	<ul style="list-style-type: none"> • Interior sections were cleared for grazing. 	<ul style="list-style-type: none"> • Natives were pushed further into the interior.
1700s Mining	<ul style="list-style-type: none"> • More interior land was cleared for mines and settlement. • Mineral resources were taken from the land. 	<ul style="list-style-type: none"> • Natives moved as they were pushed further to other areas of Brazil. • Thousands of immigrants (along with other Brazilians) rushed to mining areas. • More slaves were brought to work the mines.
1800s Coffee	<ul style="list-style-type: none"> • The interior was cleared of natural vegetation for coffee plantations and settlements. 	<ul style="list-style-type: none"> • Hundreds of thousands of immigrants came to southern Brazil to work on the coffee plantations.
1900s Rubber	<ul style="list-style-type: none"> • Towns, cities, and roads were set up in previously untouched rain forest. • Sap was extracted from rubber trees, but the trees were not cut down. 	<ul style="list-style-type: none"> • Thousands of Brazilians moved to rubber area during the rubber boom and then left after the boom was over. • More strain was put on natives who wished to avoid non-native contact.

Section 2: Activity 2

1. a. Answers may vary. Students should be able to make the generalization that physical changes were made to the environment because of resource extraction (for example, mining) or resource development (for example, sugarcane and coffee plantations). The student may further generalize that these changes were made by non-native groups.
- b. Answers will vary. Students may generalize that people's lives changed because of the discoveries of certain resources or the discoveries of new ways to use certain resources.
- c. The changes in people's lives were good for some groups of people and poor for other groups. In general the **non-natives/non-African** people did well. On the other hand, the **native/African** people did not do as well.
- d. The answer should include one of these facts:
 - They were searching for new resources.
 - They were searching for new land to use.
- e. The answer should include one of these facts:
 - They were hoping to make their living from resources in the area.
 - In the case of natives and African slaves, they were forced by others to settle in certain areas.
- f. The answer should include one of these facts:
 - They were interested in resources.
 - They were interested in keeping the land out of the hands of other European countries, such as Spain.

Forming Generalizations: Relationships Between Human Activity and Resource Development	
Period in History	Generalizations
Before 1500 Native Amerindians	<ul style="list-style-type: none"> Native Brazilians' activities did not include any major resource development.
1500s Portuguese Trade and Colonization	<ul style="list-style-type: none"> Portuguese resource development at this time was mostly limited to harvesting Brazilwood.
1600s Sugarcane	<ul style="list-style-type: none"> Settlers cleared land for sugarcane plantations and new settlements.
1600s Ranching	<ul style="list-style-type: none"> Settlers and ranchers cleared interior forests for cattle grazing area.
1700s Mining	<ul style="list-style-type: none"> Settlers and miners extracted gold and precious stones.
1800s Coffee	<ul style="list-style-type: none"> Land was cleared for coffee plantations and new settlements.
1900s Rubber	<ul style="list-style-type: none"> Areas were explored, and settlements and roads were built in order to extract sap from rubber trees.

Section 2: Activity 3

1.

Geographical Regions of Brazil



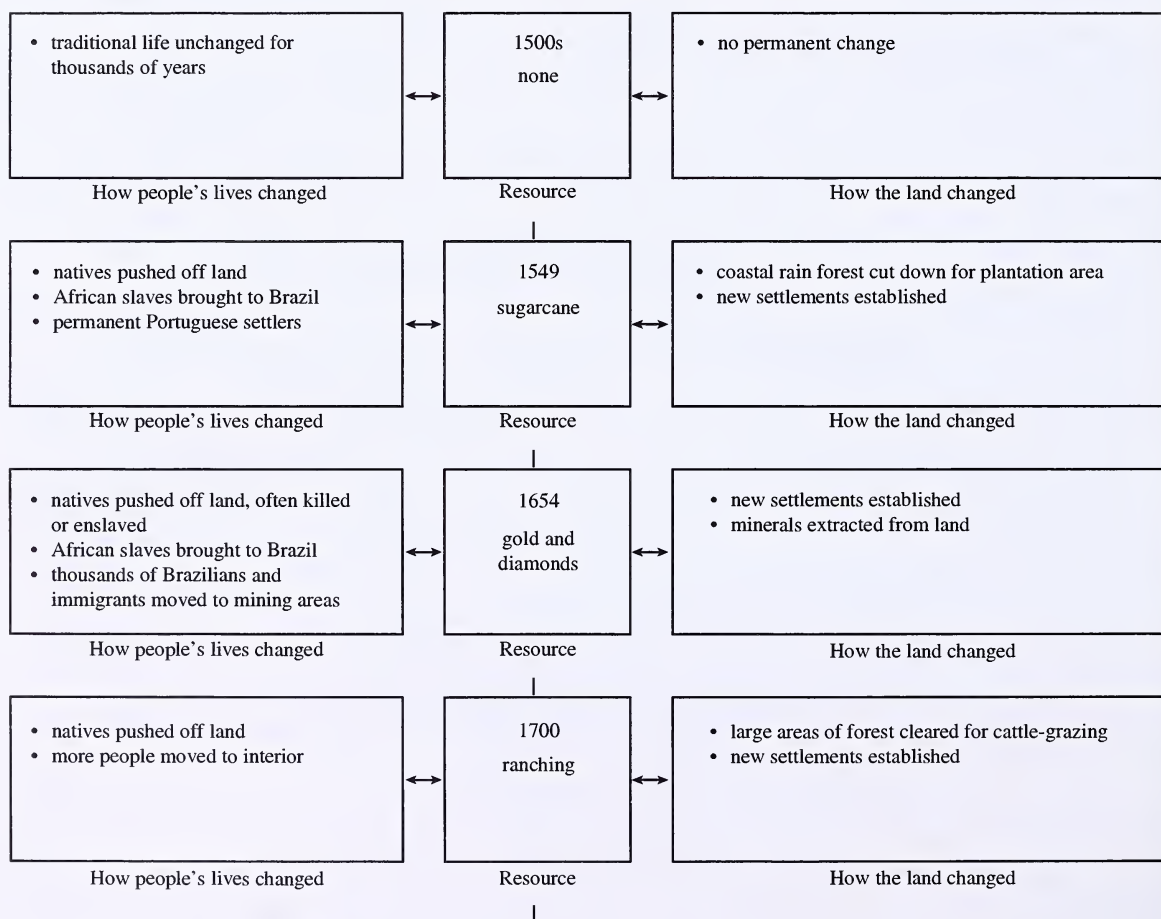
2. a. Settlement generally occurs where there are resources to be used.
- b. People are more likely to settle in remote or unpopular areas if there are government incentives.
- c. Wealthy areas are the South and Southeast. Poorer areas are the North, Northeast, and the Central-West.
- d. The South and Southeast regions are crowded; the North, Northeast, and Central-West regions are underpopulated for their size.
- e. Ranching and farming may be found in all regions, but there are some regions with specific industries. The North has rubber; the Northeast, sugar; the Southeast, mining; the South, special types of crops; the Central-West, cotton and vineyards.

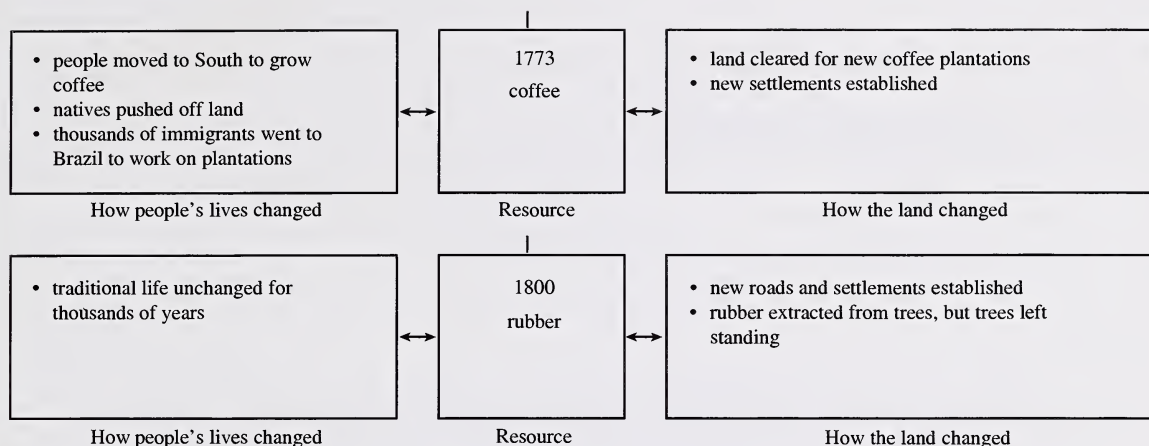
Section 2: Follow-up Activities

Extra Help

Part A

Periods of Exploration and Expansion





Part B

Answers should contain the following facts.

- **Coffee** was an important crop because it created much wealth and attracted many people to Brazil. It is still important as a crop today.
- **Rubber** was a great source of wealth and helped draw people to the North to explore and settle new territory. It is still a source of wealth today.
- **Portugal** was the European country that first sent the explorers and colonists to Brazil in search of resources to develop.
- **Sugarcane** was the crop that first drew permanent European settlers to Brazil.
- **Gold** created a rush of people from both outside and inside Brazil to the southern interior of Brazil.
- **Slaves** from Africa provided the much-needed work force for both the sugarcane plantations and the mining operations.
- **Brasília** was constructed by the government of Brazil to attract people from the overcrowded coastal areas to the interior. This was done in order to help the development and settlement of Brazil's large interior.
- The **coast** was where Europeans first set up permanent settlements and where the majority of Brazilians still live.
- Brazil's vast **interior** is still largely underdeveloped and underpopulated, though the government is trying to encourage both the settlement and the development of this area.
- **Europeans** were the first group of people to permanently alter the physical geography of Brazil to develop resources.
- **Poverty** is a great problem for much of Brazil's population. The government feels that it must speed the development of resources to provide a better standard of living for the poor.

Enrichment

Part A

Students should create accurate posters showing some actual features of the regions they choose. This is a good activity for students who are more artistically motivated.

Part B

The entries in the mock diaries should be accurate descriptions of the regions students are travelling through.

Section 2: Assignment Answer Key (50 marks)

1. a. Brasília—Central-West
b. rubber—North
c. most populated cities—Southeast
d. African slaves—Northeast
e. the biggest population—Southeast
(4 marks)
- f. Amazon rain forest—North
g. the largest in area—North
h. tax-free zone—North
i. first area of Portuguese contact with natives—Northeast
2. A 3. C 4. D 5. A or C 6. A 7. B 8. B 9. A 10. D 11. C
(10 marks)
12. Every time a resource came into high demand, people would explore Brazil for this resource. When the resource was found, settlements would spring up close to the resources in order to process them and ship them to market. (5 marks)
13. a. Native Brazilians were adversely affected by resource development. Often they were killed or enslaved. Almost always, they were pushed off their land.
b. Portuguese settlers were attracted to Brazil by resources. Some became very wealthy through resources. Settlers were attracted to areas where resources were discovered but often left when resources ran out.
c. African slaves were captured and brought to Brazil. They were forced to work sugar plantations and mines.
(9 marks)
14. Paragraphs will vary, but students should develop some of the following concepts:

Similarities
 - to trade and work in developing primary products
 - to obtain free or cheap land
 - for religious or political freedom
 - for a better way of life
Major difference
 - forced settlement—slavery—in Brazil
Suggested mark distribution:
 - content, 7 marks
 - organization, 3 marks
 (10 marks)
15. The South and Southeast regions are very populated. The North, Northeast, Central-West regions have small populations. There are many resources in the underpopulated areas. There are many poor people in the large cities of the South and Southeast. Therefore, moving to underpopulated, resource-rich areas may help break the cycle of poverty.

Suggested mark distribution:
 - content, 8 marks
 - organization, 4 marks
 (12 marks)

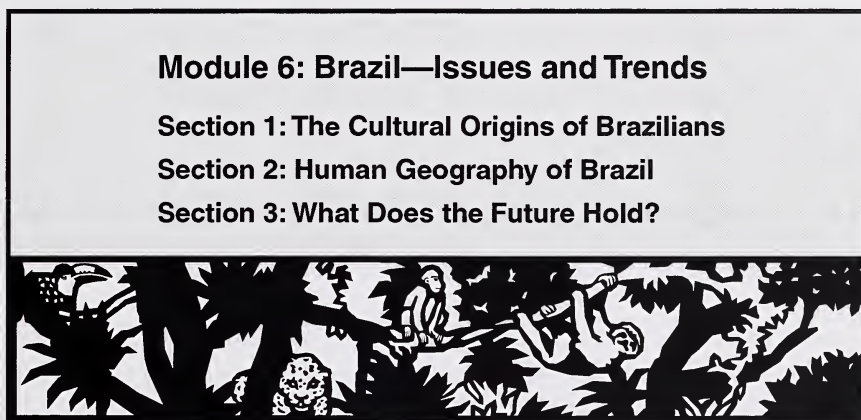
Module 6: Brazil—Issues and Trends

Overview

Module 6 examines the human geography of Brazil. The major focus is on discovering interrelationships between the people of Brazil and their physical environment. The activities explore how the people of Brazil differ because of their social and physical surroundings, and how those same people change the social and physical landscape.

The module is composed of three sections, each with a central, or focus, question:

- Section 1: How does the culture of Brazil reflect the variety of origins of its people?
- Section 2: How has human settlement changed the physical environment of Brazil?
- Section 3: What issues and trends are likely to influence the relationships of the Brazilian people with their physical environment?



Evaluation

The evaluation of this module will be based on three assignments. These assignments will be weighted as follows:

Assignment Booklet 6A	
Section 1 Assignment	25 marks
Section 2 Assignment	25 marks
Assignment Booklet 6B	
Section 3 Assignment	50 marks
TOTAL	100 marks

Materials Needed

Text: *Brazil: Land of Contrasts* by Ishie Dawood (Reidmore Books, Inc., 1989)

Note: You will find the *Teacher's Guide for Brazil: Land of Contrasts* to be useful.

Print Resources

You may find the following sources useful as you present the information in this module:

- newspapers
- magazines
- encyclopedia
- an almanac
- tourist guides to Brazil

Video Resources

The following videotapes may be helpful:

- *Brazil: The Price of a Development Miracle* (20 min. slide tape)
- *Dependency by Design* (25 min. slide tape)
- *I Have Heard the Cry of My People* (20 min. slide tape)
- *Banking on Disaster* (3 segments; 78 min. video)
- *Multinationals and Brazil* (20 min. slide tape)
- *The Journey From Faith to Action* (29 min. film, video)
- *The Struggle For Land and Food (Faith In Action)* (12 min. slide tape)
- *South America Today*, available from Magic Lantern Film Distribution Ltd.

The Internet

The Internet can be a useful tool for student research. Exploring Internet references, however, is optional for students.

The following sites may be useful resources. Remember, though, that addresses are subject to change.

Brazil at a Glance
<http://atn-riac.agr.ca/public/lac-e.htm>

Brazil
<http://connect.ab.ca/~stmargspgr/social/page4.html>

Teaching Suggestions

- The video *South America Today* would provide an excellent review of Module 5 and prepare the students for Module 6.
- Have the students brainstorm a list of everything they know about the people of Brazil. Post this on chart paper or a blackboard. Have the students brainstorm a second list about all the industries or products of Brazil. Post this list beside the first. Have the students draw lines connecting what they know about people with resources and suggest what is needed to make the link possible. Continue until many connections are made. Explain that the purpose of Module 6 is to have the students make these types of connections between people and geography. Have the charts posted, and continue to add more “interconnections” as the students learn further.
- Invite a tourist agent in from a local tour company or someone who has visited Brazil to speak to the students about Brazil. Have the students prepare questions regarding the life-style of the people, the major economic activities, and the major resources of Brazil. Present these questions to the guest speaker well in advance. Encourage the speaker to bring in travel pamphlets, photographs, or slides.

Section 1: The Cultural Origins of Brazilians

Key Concepts

- cultural groups
- multiculturalism
- settlement patterns
- life-style
- assimilation

Upon finishing this section, students should

- have some knowledge of how the culture of Brazil reflects the variety of origins of its people
- identify Brazil as being multicultural since it is made up of many ethnic groups
- be able to determine where the different ethnic groups that came to Brazil settled
- understand what impact the settlement of these ethnic groups had on the native settlements of Brazil and upon the physical environment
- be aware of the process of assimilation that different groups experienced in creating a Brazilian life-style

Teaching Suggestions

- Make maps of Brazil showing the different regions. These may be referred to when you discuss where in Brazil the various ethnic groups tended to settle.
- If the class is large enough, split the students into groups and let each group research a major ethnic group within Brazil. Then have each group report to the class.
- Have the students make notes in the activities as indicated where they need to outline the main and related ideas from their reading.
- Try to get some videotapes that show how European settlement has changed the lives of native Brazilians.
- You may need to assist the students in recognizing the effects of cultural contact and contributions as they are not always identifiable.

Section 1 provides the students with information about the following cultural groups identified by the text: Portuguese, natives, Africans, Europeans, Japanese, and Lebanese.

The section is developed around four categories:

- Origin and settlement: From what countries did they come and where do the majority now live?
- Cultural contact: What are the effects of cultural contact?
- Economic activities: How do the majority of the group earn a living?
- Contributions to society: What contributions to Brazilian society as a whole has this group made?

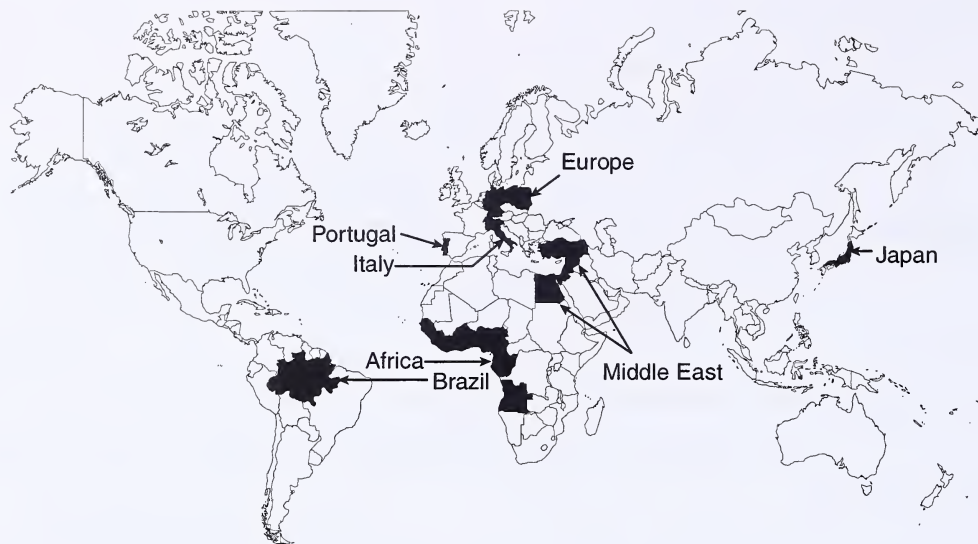
Generally, all groups became assimilated into the mainstream Portuguese culture with the exception of the natives. Assimilation was often forced through required language and religion. The Native Peoples have been greatly reduced in numbers and are still experiencing conflicts with the goals of larger society. Immigrant groups were wanted to provide labour for resource development in return for free land and opportunities. The exception here are the Africans, who arrived as slave labour.

Section 1: Activity 1

1. The main cultural groups include the following:

- Portuguese
- Native Peoples
- Africans
- Europeans
- Japanese
- Middle Eastern (Lebanese)

2.



Note: A map might be displayed in a prominent place for reference throughout this section. Mark countries of origin on the map.

Section 1: Activity 2

Note: The students have been supplied with the following review information:

- The Portuguese are the largest ethnic group in Brazil. Portuguese immigrants settled mainly along the northeast coast of Brazil. They preferred to live in the cities.
- Powerful Portuguese families were put in control of Brazil. They used Portuguese laws and government regulations to control Brazil.
- The Portuguese tried to force the natives of Brazil to work on plantations. The natives refused to do this. Instead, they moved further into the forests of the North. Often the Portuguese and native populations were at war as a result of this.
- Portuguese were able to establish themselves as the upper classes of Brazil. Their status allowed them to control three aspects of Brazilian life:
 - They controlled the economy (the way that the natural resources of the country were used and how wealth was distributed).
 - The Portuguese controlled the politics (the way that the country was governed and who the decision makers of the country were).
 - They controlled the patterns of behaviour of the people, especially the language they spoke and the religion they practised.

1. Portuguese is the official language.
2. Some things the Portuguese adopted from the natives include the following:
 - adapting to tropical environment
 - intermarriage
 - manioc root
 - hammocks
3. These children are called *mestiço*.
4.
 - a. *Mestiço* are people of mixed European and native ancestry.
 - b. The *mestiço* were responsible for opening the interior to Portuguese settlement.

5. This occurred in language and religion.
6. Answers will vary. Generalizations may include the following:
 - Politics
 - The Portuguese set up the style of government that continued until the twentieth century. (This can be seen in many of the laws of the country.)
 - Early leaders of the country were chosen from among the powerful Portuguese families.
 - Social
 - Portuguese is the official language of Brazil. (No other language has been allowed until very recently.)
 - Economic
 - The Portuguese were the most wealthy people in Brazil.

Note: Reinforce the idea that the Portuguese gained control over Brazil and set the pattern of life-styles, which still affects Brazilians today. A discussion/review of the exploration and expansion patterns might be helpful here. Reinforce that the Portuguese sought the wealth that Brazil's natural resources could provide. Initial contact with natives was friendly and positive, but deteriorated when the natives did not assimilate the Portuguese culture or life-style well.

Section 1: Activity 3

1. Answers may vary. The following are some possible answers.

Impact Positive (+) Negative (–)	Changes to Native Life-Style
–	brutal treatment by rubber tappers
*+ or –	Christianizing
+	medical aid
+	western style education
–	starvation
–	poverty
+ or –	end to physical and cultural isolation

* depends upon point of view and degree of ethnocentrism

This could provide the basis of developing the student's discussion skills.

Note: This is a think and review exercise designed to have students brainstorm and organize previously learned information. It could be done as a class activity to be added to as the students work through Section 1.

2. Answers may vary. The following are some possible answers.

Impact Positive (+) Negative (-)	Changes to Native Life-Style
-	wars—natives attacking immigrants
*+ or -	bartering of wood for iron tools
-	natives driven inland
-	reduction in number of natives
-	slavery
-	massacres

* depends upon point of view and degree of ethnocentrism

Note: The essential skill of notetaking is emphasized here. Check that the students have been able to take the main ideas out of the reading. Using full sentences in notetaking may indicate a weakness in identifying key words. Assist students to verbalize the main idea, and have them jot it down in point form. After some time (approximately half an hour) have the students orally explain what their notes mean. This may have to be done throughout the section to develop the skill.

Now would be a good opportunity to discuss the attempts of Rondon and FUNAI to assist the natives. You might also have the students draw parallels with Canadian natives. A research project might be initiated to establish parallels and differences between these groups. After sources have been found, have the students evaluate readings and viewings for bias.

Possible newspaper case studies may include the following:

- Lubicon Indian land claims in Alberta
- the 1990 standoff at Oka, Quebec
- the Nisga'a land claim settlement
- the lobster-fisheries dispute in Nova Scotia

3. This can be a self-checking question.

The following should be included among those chosen as being important ideas:

- The rubber tappers did not care about the Yanomami.
- The military government tried to solve some problems by building roads into the rain forest.
- The road building ended the natives' isolation and altered their environment.
- Dams were built, which polluted water sources.
- Natives were relocated.
- Many natives died of diseases contracted from nonnatives.
- Prospectors used roads to find ores.
- Mercury was used to take ores out of the rocks, but mercury polluted the waters.
- Thousands of animals died, which forced the Yanomami to hunt longer for the same food.

4. Answers may vary. The following are some suggestions for possible answers.

	“Legal Status of the Yanomami”	“The Kayapo”
Description of the Alternative (what it means)	<ul style="list-style-type: none"> • natives put on reserves or emancipated • This forces the natives to become part of mainstream society. 	<ul style="list-style-type: none"> • fight the government by becoming part of mainstream by choice • use media and worldwide tours to force the government to make changes in their policy toward the natives
Will this alternative work?	<ul style="list-style-type: none"> • Answers will vary. 	<ul style="list-style-type: none"> • Answers will vary.
Possible Problems	<ul style="list-style-type: none"> • resistance of natives • loss of native culture • exploitation of native groups 	<ul style="list-style-type: none"> • confrontation between government and the natives

Note: The intent of this exercise is to have the students compare one native group (the Yanomami), who withdraw from mainstream society, to another native group (the Kayapo), who joins mainstream society in order to fight for rights.

The students might conduct a round-table debate to decide which method works best to resolve the conflict. Students should be assigned to represent different positions.

Section 1: Activity 4

- African contributions to Brazilian music include the following:
 - berimbau (a musical instrument)
 - emphasis on rhythm
 - call response patterns in songs
 - predominant drum sound
 - The main African contribution to Brazilian dance was the introduction of the samba.
 - In religion, Candomble, Macumba, and Xangô services were introduced by Africans.
- Architectural contributions include straw-thatched houses and squat huts built of logs and mud.
 - Okra, coconut oil, taro root, greens and vegetables—cuisine of Bahia—are included in the contributions that Africans have made to Brazilian food.
- Carnival is celebrated starting on the Saturday before Ash Wednesday, and it continues for four days.
- Cultural groups that have contributed to carnival include Europeans, Portuguese, and Africans.

Note: The students should recognize the effect the Africans had on the dominant Portuguese culture was minimal in political and economic aspects. However, despite deliberate attempts to destroy the culture of the Africans, aspects of their social culture form a part of Brazilian society today. The effect on the Afro-Brazilians of their ancestors arriving as slaves can be seen in their low economic class today.

Section 1: Activity 5

1.
 - a. Answers may vary. Portuguese settlement included northeast plantations and southeast and southern-coastal cities, farms, and mines.
 - b. The Portuguese were the most wealthy people and controlled the plantations and major mining activities.
 - c. The Portuguese forced assimilation of other cultural groups, adopted and adapted customs of other groups, and, to survive in the rain forests, borrowed from the native life-style.
 - d. The Portuguese contributed language, religion, laws, customs, living style, and a class system to Brazilian culture.

Note: This activity is designed to have students review what they know from previous readings. It might be helpful for students to reread Activity 2 of this section.

2. This activity is intended to develop the students' ability to glean information from viewing pictures. Answers will vary; what follows is an example.

	Picture 1	Picture 2
Page number	• page 57, bottom right	• page 67, top right
European group	• They are Italians.	• She is German.
Why did you choose this as an example of a European immigrant?	• The caption indicates the family is Italo-Brazilian.	• The caption indicates this person is a German immigrant.

Check for the following:

- Students are able to recognize the various immigrant groups.
- Students are able to tell why the pictures were chosen.

Discuss with the students aspects of these and other photos that depict types of work, life-style, cultural interaction, and level of wealth.

Section 1: Activity 6

1. They earned their living mainly through agriculture.
2. Co-operatives are groups of people who work together for the common good of all members.
3. The Japanese tried to remain separate from the mainstream; therefore, other Brazilians did not welcome them into society.
4. They passed a law stating that only 2% of immigrants from each ethnic group that had entered Brazil between 1883 and 1924 would be allowed into Brazil.
5. Today, the Brazilian government has a welcoming attitude; they actively seek Japanese immigrants.

6. The Japanese have contributed to Brazilian society in the following areas:

- labour for coffee plantations
- small businesses
- farms—introduced agricultural methods and techniques and plants
- fruit and vegetable farms
- co-operatives

Note: The Japanese are one example of a group that tried to maintain a separate cultural identity. However, the strong language policy forced the assimilation of the Japanese into mainstream society.

7. a. The countries include Lebanon, Syria, Jordan, Egypt, Palestine, and Turkey.

b. Cultural contact results in assimilation.

c. The majority are business people.

d. The Lebanese have contributed in the following areas:

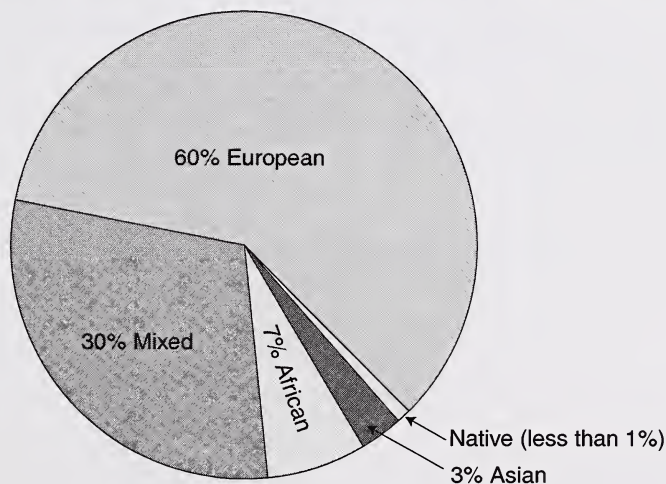
- They have opened and run businesses.
- They have helped open up the Brazilian interior by providing services.

Re-emphasize that the Lebanese tend to provide services to Brazilians. They were one of the last large waves of immigration.

Section 1: Activity 7

1.

Brazil: Cultural Groups as Percentage of Population, 1990



Note: Figures are approximate.

2. Answers will vary, but should include the following points:

- Portuguese dominate the society.
- Assimilation was encouraged and has been successful.
- Intermixing of groups has taken place.
- Identifiable groups tend to live in certain regions. For example, those of European origin tend to occupy the South and Southeast while the natives occupy the North.

3. Answers may vary.

Some suggestions are as follows:

- A great deal of mixing has taken place among cultures.
- People of European origin have retained dominance, even with mixing.
- Natives are a very small portion of the population, indicating intermixing or extinction.

4.

Countries of Origin



Section 1: Follow-up Activities

Students might enjoy creating questions that can be answered by rereading this section. These questions could then be made into a game-style review with points awarded for each correct answer. Each incorrect answer could be looked up and verified.

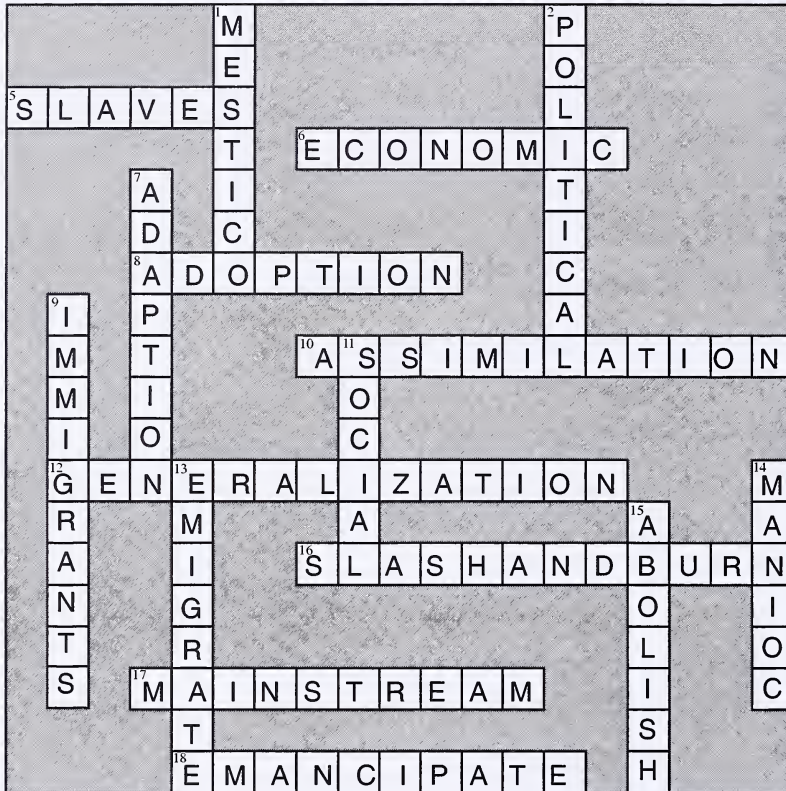
Extra Help

Part A

1. b (false)
2. b (false)
3. b (false)
4. The Portuguese provided Brazil with their national language.
5. The Portuguese have introduced the major religion of Brazil.
6. The Portuguese/Europeans dominated Brazilian government.
7. The natives introduced this style of agriculture.
8. The plantations were started by Portuguese immigrants.
9. The Portuguese began the plantations.
The natives introduced slash-and-burn agriculture.
The Europeans began cattle ranching.
The Asians/Europeans started vegetable and market gardening.
10. The South, Southeast, and the Northeast coast
11. a. to c. Answers and groups chosen may vary. The intent is to have the students categorize information.
12. Answers may vary. Possible answers include the following:
 - The natives experienced the most conflict because of disputes over the use of the natural resources of Brazil.
 - The Africans that arrived as slave labour experienced the most conflict because of harsh treatment.

Part B

The People of Brazil



Enrichment

Part A

- Expect a wide variety of pictures and cartoons from the students. Possible answers may include the following:
 - The drawing may show a change in life-style and/or a conversion to the Portuguese language and Catholic religion by immigrant and native groups.
 - The drawings may show an adoption of contributions of native and immigrant groups to Brazil. For example, the use of slash-and-burn agriculture may be included.

Part B

- Answers may vary. Some suggestions for possible answers follow.

	Brazil	Canada
Who came?	<ul style="list-style-type: none"> • Europeans • Asians • Africans 	<ul style="list-style-type: none"> • Europeans • Asians • Africans • South Americans • Central Americans
Where did they settle?	<ul style="list-style-type: none"> • initially in the Northeast coastal areas—in cities and on plantations • then in the South and Southeast on farms and in the cities • since 1960s on farms in the interior and in the major cities 	<ul style="list-style-type: none"> • initially in the East—along major water routes • then in cities along west coast and in areas of the prairies where farmland was opened up • Today, most settle in major cities, although some settle in the North.
Reasons for emigration	<ul style="list-style-type: none"> • to own land • to find work • to open a business • for religious freedom • for political reasons • as slave labour 	<ul style="list-style-type: none"> • to own land • to find work • to open a business • for religious freedom • for political reasons
Effects of cultural contact	<ul style="list-style-type: none"> • assimilation <ul style="list-style-type: none"> – all cultural groups forced to adopt the Portuguese language and encouraged to adopt the Catholic religion • loss of cultural separateness • multiculturalism <ul style="list-style-type: none"> – a blending of aspects of the immigrant and native cultures into the mainstream • natives forced onto reserves or into mainstream and in conflict with mainstream society at present; some groups have been annihilated 	<ul style="list-style-type: none"> • assimilation <ul style="list-style-type: none"> – encouraged to adopt one of two official languages • multiculturalism <ul style="list-style-type: none"> – encouraged to retain cultural identity and customs (today) – blending of aspects of immigrant and native groups into mainstream society • natives forced onto reserves or into mainstream; at times, in conflict with mainstream society over land claims and official status
Contributions	<ul style="list-style-type: none"> • opened up interior and the North • brought cultural changes <ul style="list-style-type: none"> – arts, dance, food, words, music, customs • began businesses to provide services, especially in cities • provided a labour force for development of the natural resources 	<ul style="list-style-type: none"> • opened up interior and the North • brought cultural changes <ul style="list-style-type: none"> – arts, dance, food, words, music • began businesses to provide services, especially in cities • provided a labour force for development of the natural resources

3. Answers will vary. Some possible answers follow:

- Brazil and Canada are both multicultural nations.
- Brazil and Canada encouraged immigration.
- Brazil and Canada used immigrants to help populate the country.
- Brazil and Canada provided hope of owning land to immigrants.

Section 1: Assignment Answer Key (25 marks)

1. A
2. D
3. B
4. C
5. B
6. A
7. D
8. A
9. B
10. A (10 marks)

11. Answers may vary. Following are possibilities.

Group	Contribution to Society
Native Brazilians	<ul style="list-style-type: none"> • life-style appropriate to the climate • slash-and-burn method of agriculture • foods such as manioc • hammocks
Portuguese	<ul style="list-style-type: none"> • language • religion • laws • government
Africans	<ul style="list-style-type: none"> • music • religious practices
Europeans	<ul style="list-style-type: none"> • foods • languages • architecture • arts, music • business practices
Japanese	<ul style="list-style-type: none"> • business methods • agricultural techniques and plants • co-operatives
Lebanese	<ul style="list-style-type: none"> • established businesses • helped open up the interior by providing services

(6 marks)

12. Compositions will vary. Mark for organization as well as content. Students may include the following points.

Impact of settlement on Native Peoples:

- forced to move from their lands on the coast into the interior
- population declined
 - many captured and used as slaves
 - high death rate as result of disease introduced by settlers
 - intermarriage with Portuguese
- culture destroyed by contact with European culture
- rain forest habitat being destroyed
- modern medicine made available
- schools established
- communication methods such as radio

Suggested mark distribution:

- content, 6 marks
- organization, 3 marks

(9 marks)

Section 2: Human Geography of Brazil

Key Concepts

- human geography
- population patterns
- resource development
- transportation
- communication

Upon finishing this section, students should

- be aware of Brazil's size and population in comparison to major world countries
- be able to identify the most populated areas within Brazil
- draw conclusions about basic relationships between population patterns and the physical geography of Brazil
- determine some of the problems and effects of rapid population growth in Brazil
- be aware of the relationship between settlement patterns in Brazil and the development of resources
- acquire information to compare the standard of living between the rich and the poor within Brazil
- observe how improved transportation affects resource development and the life-style of native groups in Brazil
- understand how improved communication has affected population patterns in Brazil

Teaching Suggestions

- An overhead projector and transparencies can be used with the population statistics and graphs in the activities.
- Students can be given different graph activities to make either bar graphs or pie graphs from statistics given.
- The Brazilian view on population growth in Activity 2 could be read to the class. Students could then debate or have a group discussion over concerns related to Brazil's population growth.
- It may be helpful to review Module 1 before looking at the different types of industries in Activity 3.
- Show videotapes in Activity 4 to help illustrate the contrast between rich and poor within Brazil.
- When working through Activity 5 on transportation, have students relate their knowledge of Canadian transportation and have them compare it to Brazil. How does the building of the Canadian Pacific Railroad (as studied in Module 4) compare to the BR364 Highway or other major road projects?
- Communication, as well as transportation, can be compared to Canada as both countries have vast areas that are sparsely populated—Brazil has the Amazon rain forest and interior while Canada has its northern regions. New technology for improving communication for both of these countries can be discussed.

Section 2 helps expand student knowledge of human geography by examining population patterns such as demographics and migration. It also examines how Brazil uses its natural resources to develop its industries, explains what these industries are, and states where they are located. Finally, Section 2 provides information on transportation and communication and examines how these have affected the development of the human geography of Brazil.

Section 2: Activity 1

Note: Demographics from other countries are given for comparison purposes.

1. China has the largest population of all world countries.
2. China is slightly larger than Brazil.
3. Canada is slightly larger than Brazil.
4. Brazil's population is 6 times larger than Canada's population.
5. The United States is slightly larger than Brazil.
6. The United States' population is about $1\frac{1}{2}$ times larger than Brazil's population.
7. Answers may vary. Possible answers may include one of the following:
 - Argentina's population is 32 million, Brazil's is 141 million; therefore, Brazil's population is about 4 times larger.
 - Brazil's population is 4 times larger than Argentina's.
 - Brazil's population is 4 times larger than Colombia's.
 - Brazil's population is 7 times larger than Peru's.

Look for the students to compare the relative populations of South American countries.

8. Answers may vary. The following are some examples:
 - Brazil is a relatively large country, about the size of the United States or China.
 - Brazil has a population about $\frac{1}{6}$ the size of China's.
 - Brazil has a population about $\frac{1}{2}$ the size of the United States.
 - Brazil has a population about 6 times larger than Canada's.
9. Answers may vary. Students may include the following hypotheses:
 - The majority of the population lives where the climate is best.
 - The majority of the people lives in the coastal lowlands.
 - The Southeast is the most densely populated area.
10. The northeast and southeast regions contain the majority of Brazil's population (72.5%).
11. The North has the lowest concentration.
12. Answers may vary. Student answers may include the following:
 - The most population is centred in the South and Southeast.
 - The largest land area (the North) is the most sparsely populated.
 - Over 85% of the population lives in less than 50% of the total land area.
13. It is the Central-West and North regions that will likely get the further expansion.

14. Answers may vary. Students may include that the people would be faced with lack of roads, jobs, and services, and would be separated from family and friends.

Section 2: Activity 2

1. Brazil has a rapidly growing population because of its high birth rate and low death rate.
2. They would have to plan for housing, sanitation services, medical facilities, education, and employment.

Note: This question is an hypothesis designed to have students extend their thinking skills.

3.

	Population in 1989	Doubling Time	Year	Population
Canada	26 000 000	65 years	2054	52 million
U.S.A.	245 000 000	72 years	2061	490 million
China	1 085 000 000	60 years	2049	2170 million
Brazil	141 000 000	32 years	2021	282 million

Note: The concept of overpopulation might lead itself into multifaceted discussion. Questions such as the following could be pondered or researched:

- When is a population too large?
 - What responsibility does a country have for limiting its population?
 - Which areas of the world have the shortest doubling time?
 - What methods can or should be used to control population explosions? (In 1990, China imposed strict penalties against families who have more than one offspring.)
4. There would be a great need for housing, jobs, and medical services.
 5. Answers may vary. Problems that might be solved include labour shortage and defending outlying areas (military).
 6.
 - a. Does Brazil have good enough soil to grow more food?
 - b. Possible answers may include the following:
 - Will the land now being used support more people?
 - Will the people who now farm the land want to share what they grow with other people?
 - c. Possible answers may include the following:
 - Where will the land and resources for this come from?
 - Where will the houses be built?
 - What will the houses be like?
 - d. Possible answers may include the following:
 - How will these be provided?

7. The article's main idea is that the large population is beneficial.
8. Problems mentioned in the article are in regard to people who live in overcrowded areas (i.e., the cities) and the fact that money is needed to relocate large numbers of people.
9. The solution for overcrowded cities is to move people from the coast to the interior. The solution for the lack of money is to borrow.

Section 2: Activity 3

1. Answers may vary but should contain the following idea:

Brazil does not profit as much as it could from development because large amounts of money go outside the country, and the local economy does not benefit very much from development. Also, foreign debt and foreign companies controlling the development of Brazil's resources has left Brazil with less control.

Note: You or the students may want to consult an almanac for statistics on companies that own resources or are assisting in the development of Brazil.

2. Answers may vary. Students may include some of the following:

Positive	Negative
<ul style="list-style-type: none"> • new industries • farms • growing of more food • homes for landless peasants • revenue from minerals 	<ul style="list-style-type: none"> • deforestation • soil destruction • environmental destruction • livelihood of natives is ruined • use of violence to protect extract reserves

3. The government has encouraged development by
 - establishing a free zone in Manaus
 - providing exemption from federal taxes
 - distributing chain saws
 - giving 50 hectares of land to Brazilians to farm
 - creating extract reserves in Acre
 - prohibiting tree cutting
4. Answers may vary. In this question, student opinions are sought. Following are ideas that students may use to justify their answers.
 - a. Movement to the interior is encouraged.
 - b. Reserves have been set up.
 - c. Tapping reserves have been set up.
 - d. Payment has been suspended.
 - e. Development is encouraged in many ways in the rain forests; however, it is not encouraged in the cities. Foreign debt is large as a result of attempts at development.
5. The South and the Southeast have the most industries. Answers may vary.
6. Employment rates would improve. (Unemployment rates would decrease.)
7. The availability of goods and services would likely increase.

Section 2: Activity 4

1. Answers may vary. The definition should include the idea of the rich making more and more money and the poor benefitting from this situation.
 2. No, the economic miracle has actually worsened the gap between rich and poor.
 3. They live in São Paulo and Rio de Janeiro.
 4. In the same city, some very wealthy people live across the street from favelas.
 5. Answers will vary. Look for the notion of street children taking menial jobs and joining gangs.
 6. They moved to work in the factories.
 7. They had insufficient housing, running water, sewage systems, and electricity. They also had disease and crime.
 8. Student opinions are sought. One possible answer is that there are no legal means to obtain acceptable food, shelter, and life-style.
 9. The poor are most affected.
 10. The rich are most protected.
 11. There are many who are very rich, and there are many who are very poor.
 12. Student opinions are requested. Look for student understanding that the few rich have the largest amount of wealth, while the many poor have the smallest amount of the wealth.
 13. The parents are too poor to pay to register their children. Students might also point out the exploitation of the poor.
 14. Brazil has many problems that slow down the country's economic growth. Many Brazilians face underemployment, unemployment, poor income distribution, and low standards of living. There is high inflation. Brazil owes a lot of money, so foreign companies are afraid to invest in this nation. Banks do not wish to lend much more money to Brazil. In order to borrow money, Brazil must pay very high interest rates, which puts the country deeper into debt.
 15. Owners want to plant sugar, which is more profitable.
 16. They are not popular with the rich, so those who speak out endanger their lives.
 17. There is little or no security. If a crop fails, they are unemployed. Migrant workers often follow a circuit of picking crops when the crops are ready. They are usually poorly paid and have no job security. Often, they become heavily indebted to companies by borrowing against their earnings.
- You may want to have a discussion about whether or not a welfare system or a set of laws protecting these workers might help.
18. The following issues are raised:
 - New settlers are cutting down the forests at alarming rates.
 - Large landowners and cattle ranchers may push the new settlers off the land.
 19. The beaches are off limits to them. Large companies have better fishing methods so it is hard for them to compete.
 20. The creditors (lenders) wanted their money back.
 21. It resulted in unemployment and further poverty.
 22. Education is needed.

23. Jobs were filled with foreign workers.
24. Education was reserved for the Portuguese upper class.
25. Answers will vary. See examples given.

North and Northeast	South and Southeast
<ul style="list-style-type: none"> • More than 50% of all teachers in the region haven't finished primary school. • More than 60% of the population is illiterate (only 40% are literate). • Dropout rate of primary school is high. • Children sometimes cannot attend school because of family duties. • Only 33% of students reach grade six. • There are not enough classrooms. • Access to schools can be difficult (i.e., travel by canoe). 	<ul style="list-style-type: none"> • State budget (São Paulo) is greater than the rest of the country combined. • More than 85% of the population can read (São Paulo). • Children are often sent to private schools.

26. Health care is best in the cities such as Rio de Janeiro, São Paulo, and Recife.
27. It shows how well the doctors can care for the population. The more patients a doctor has, the less care the doctor can give to each patient.
28. The two most common diseases are stomach ailments (gastrointestinal diseases) and malaria.
29.
 - a. The poor have the worst health problems.
 - b. They must rely on what the government provides as they are unable to pay for their own health care.

Section 2: Activity 5

1. Answers may vary. Students may include the following generalizations:
 - Major roads connect cities.
 - Major roads connect resource areas with area of population.
2. Student opinions are sought. Try to ensure that a logical connection is made between the choice and the supporting evidence.
3. Coffee prompted the building of railroads.
4. They were built only short distances inland to connect the resources with the coast.
5. Student opinions are sought. Some examples include
 - Brazilians have to travel large distances.
 - Brazilian road systems are unreliable.
6. Air travel was the type of transportation that helped unify Brazil. See page 87 of the text for quote on the airplane.
7. Both countries require efficient transportation over large areas of land where few people may live. Providing efficient, reliable transportation to all regions has not yet been fully achieved.

8. Answers will vary.
9. Answers will vary.
10. Answers will vary.
11. Answers will vary, as will determination as to a positive or negative effect.

Positive Changes	Negative Changes
<ul style="list-style-type: none"> • allowed quicker, easier access • allowed knowledge of outside world • less isolation • improved resource transportation 	<ul style="list-style-type: none"> • end to cultural isolation • increased speed of destruction of rain forest • increased discontent amongst workers —less willing to be satisfied with poverty

Section 2: Follow-up Activities

Extra Help

Part A

This section has been about the **human** geography of Brazil. This involves how people use their natural **resources** to meet their basic needs.

Brazil has a population of 154 **million** people. Brazil is a large country whose land area covers approximately 8 500 000 square **kilometres**. This gives Brazil a population **density** of 17 people per square kilometre. Three-quarters of Brazil's people live in **cities** like São Paulo. The remaining one-quarter live in **rural** areas. The majority of Brazil's population is made up of "**whites**," who can trace their ethnic origins back to countries in Europe, like Portugal. The greatest density of population is found in the **south** and **southeast** regions of the country, especially along the Atlantic coast.

Brazil's population is rapidly **increasing**. This large population requires housing, jobs, and education. Great contrasts exist in the standards of living of the people. It can be said that income in Brazil is not equally distributed. Some people live in great luxury, while large numbers live in **poverty**. Many of the poor live either in the **northeast** region or in the cities. Many problems result from overcrowding in the cities. The Brazilian government believes the solution to its "people" problems lies in opening up its **interior** and industrializing.

The government is trying to educate the people so that they can improve their life-styles. Eighteen per cent of every state's budget must be spent on **education**. Still, better education and **health** care are more readily available in the cities than in the rural areas.

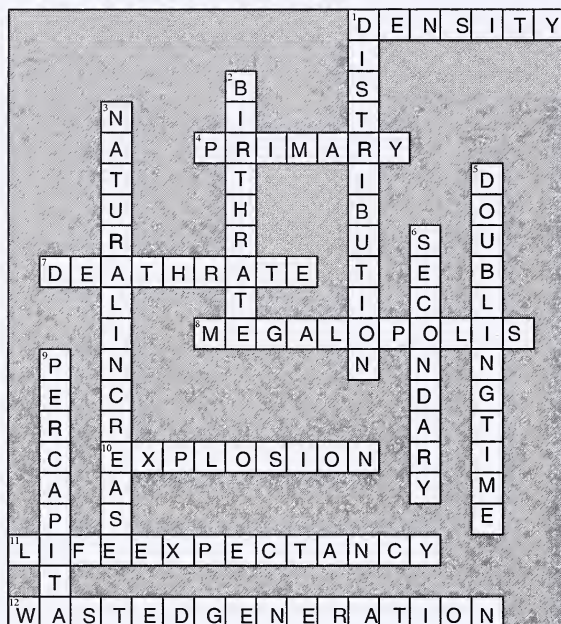
Brazil is attempting to industrialize. Brazil wants to make use of the abundant natural resources to develop the country's **industries**. Brazil is rich in minerals like bauxite and has great forested areas. At present, large portions of Brazil's labour force work in **primary** or service industries. Development of the Amazon **rain forest** and the country's minerals is now taking place in the central and **north** regions of Brazil. This development began with the building of **Brasília**, Brazil's capital located in the interior. Transportation and **communication** networks are being developed in Brazil to make it easier for people to travel to the interior to settle. Previously, water routes, like the **Amazon** River were the best way to travel. Brazil has begun constructing major highways, like **BR364**, to make access to the interior easier. Improved air transportation is also important.

Many people are taking advantage of this easy access and are **migrating** to the interior in search of jobs, land, or a better life-style. The Brazilian government has offered many **incentives** to the poor, ranchers, and miners if they will help develop the natural resources. Brazil has also borrowed large sums of money from the World Bank and other countries, so that Brazil now has a large foreign **debt**.

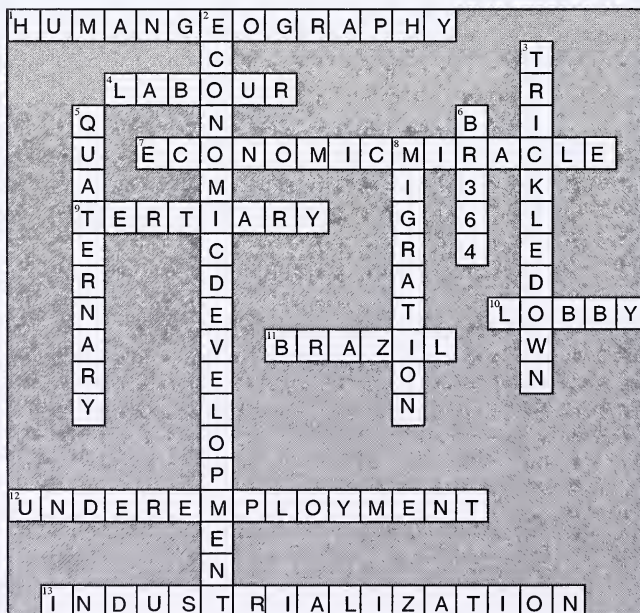
Brazil's human geography looks at how human **settlement** patterns have changed the physical **environment** of Brazil.

Part B

Population Terms



Learning About Brazil



Enrichment

Part A

1.

Issue/Geography	Canada	Brazil
Native Land Claims	Groups of Canadian natives, like the Lubicons, are lobbying the government for changes in land ownership.	Groups of Brazilian natives, like the Kayapo, are lobbying for changes in land ownership and development.
Resource Development	Canada has large areas rich in natural resources that have not been fully developed. These are mostly in the North.	Brazil has large areas rich in natural resources that have not been fully developed. These are in the north and centre of Brazil.
Population	Canada is a large country with a low population density. Parts of Canada are sparsely populated.	Brazil is a large country with a low population density. Parts of Brazil are sparsely populated. Brazilian cities are very densely populated.
Importance of Transportation	Transportation is crucial. It joins vast areas of country and resources to industries and joins industries to markets.	Transportation is crucial. It joins vast areas of country and resources to industries and joins industries to markets.
Varied Topography	Canada's geography includes mountains, prairies, tundra, and the rocky Canadian Shield. Canada has many rivers.	Brazil's topography is also varied; it includes mountains, plateaus, plains, and many rivers.
Multiculturalism	Natives form a small portion of the population. A great deal of mixing of cultures has taken place. Adoptions and adaptations from every culture are evident.	Natives form a small portion of the population. A great deal of mixing of cultures has taken place. Adoptions and adaptations from every culture are evident.

2. There are many similarities. Ensure that students use the chart information to supply evidence for each statement. Three paragraphs would be an appropriate length.

Part B

3. This activity allows students the opportunity for creativity and nonverbal expression of ideas.

Look for evidence of understanding of push and pull factors. Push factors (such as poverty, lack of housing, unemployment, and lack of land) encourage people to leave. Pull factors (such as free land, tax-free status, better communication, and transportation) encourage people to go to a new area.

Section 2: Assignment Answer Key (25 marks)

1. Answers may vary somewhat but should have the same intent as the following.
 - a. In terms of population size in the world, Brazil ranks **fifth** largest.
 - b. Most Brazilians live in **cities** in the coastal areas.
 - c. Great contrasts exist in the **standards** of living of people in Brazil.
 - d. Brazil wants to make use of its abundant natural resources to develop the country's **industries/economy**.
 - e. Brazil's human geography looks at how **settlement** patterns have changed the physical environment of Brazil.
 - f. The Brazilian government believes that the solution to its social problems lies in opening up its **interior** and industrializing.**(3 marks)**

2. a. v b. ii c. i d. iii **(2 marks)**

3. Answers will vary. Rapid population growth puts pressure on the need for housing, medical services, and employment. Many poor people crowd into Brazil's cities. Brazil needs to develop more of its resources to provide for all its people. **(2 marks)**

4. Answers will vary. Each conclusion should include a statement that shows how people have altered the physical landscape or shaped their life-style around the landscape. The following are some examples of statements students may use:
 - Brazilians grow cotton on plantations and ship it to the textile industries.
 - Brazilians link their major cities to areas of major resource development by highways.
 - Deforestation of the rain forests provides jobs for many people.

Each conclusion must be supported by evidence from this module.

(4 marks)

5. Answers will vary. The effects of improved roadways are widespread and far-reaching. Settlers have moved in and begun clearing the forest areas that bordered the roadways to begin farming. Cattle ranches have been created. People could move into the remote states of Brazil (Acre and Rondônia). Roads have made transporting minerals from northern areas easier and have encouraged further exploration for mineral resources. This has also affected the life-style of the natives as the roads bring modern civilization to their areas. **(4 marks)**

6. Rural areas of Brazil are more aware of conditions in other parts of Brazil as well as events from around the world. Some people have moved to more remote areas since the communication allows them to keep contact with people elsewhere. It has also caused some people from remote areas to move to Brazil's southern cities to seek out employment, better living conditions, and the excitement these cities have to offer. **(4 marks)**

7. Answers will vary. Both countries have vast unpopulated areas. Brazil has its population crowded along the coastal cities. In Canada the heaviest populated area is in southern Ontario and Quebec along the Great Lakes in the Saint Lawrence Seaway area. Brazil needs people in the interior. Canada needs people in its northern areas. Increasing urbanization has seen population in both countries crowd into the cities. Government incentives, such as building Brasília to get people to move to the interior, might be mentioned in comparison to the decentralization of provincial governments that provinces like Alberta and Saskatchewan are attempting. **(6 marks)**

Section 3: What Does the Future Hold?

Key Concepts

- physical geography
- environment modification
- development
- opportunity cost
- foreign debt
- life-style

Upon finishing this section students should

- draw conclusions on how human settlement has altered, and is altering, the physical environment of Brazil
- make generalizations about both the beneficial and detrimental effects of modifying the physical environment of Brazil
- acquire information on issues and trends that may affect the relationship between Brazilians and their physical environment
- determine both benefits and problems that developing Brazil's resources creates
- understand some of the opportunity costs involved in developing Brazil
- identify some of the problems a large foreign debt gives to Brazil
- become aware of the great contrast in life-style between the rich and the poor in Brazil

Teaching Suggestions

- Group discussions can be used by students to examine different problems that Brazil needs to solve.
- Activities 2 and 5 can be done with students taking the parts of the different speakers.
- When dealing with Brazil's large foreign debt, you could get students to compare it to Canada's deficit.
- Have a section on the bulletin board where you post articles that students bring concerning Brazil's economy, deforestation of the rain forest, and other concerns, which are in newspapers and magazines. Encourage students to watch for, and bring in, relevant items.
- Check for videos on these issues and work them into the activities.

Section 3 examines the issues in Brazil that affect the people's life-style and resource development.

Section 3: Activity 1

1. Answers will vary; students may list any five of the following issues:
 - the development of the rain forests
 - the poverty of the majority of the people
 - crime rates in the city
 - homeless children
 - undeveloped resources
 - the resettlement of the poor outside of the crowded cities
 - the creation of jobs for the poor
 - the repayment of the foreign debt
 - industrial growth
 - improvement of transportation system
2. Answers will vary. It depends on what decision the student discusses. The short-term effects are the immediate results of the decision, and the long-term effects are the later results of the decision.

Section 3: Activity 2

1. As stated by the speaker, the government wants development in order to
 - provide land for the homeless
 - provide wealth from the resources
 - develop the resources with labour
 - provide wealth by selling materials on the world market
 - provide jobs and wealth for Brazil
 - provide power to run industries
 - protect Brazil from invasion

2. Mining, use of the forestry products, clearing land for agriculture, and damming rivers for hydroelectric power would be necessary.
3. The following are some possible answers:
 - “Land! Brazil has hundreds of thousands of homeless people.”
 - “There is wealth in this development to satisfy all of Brazil’s people.”
4. The following are some possible answers:
 - “Brazil has the potential to develop great reserves of hydroelectric power to provide energy to her industries.”
 - “We must move the people to the resources so that the development can begin.”
 - “Logging, mining, and agriculture are waiting to be developed in the interior.”
5. a. The underlying value may be either people, standard of living, or life-style.
 b. Answers may vary. Following is a possibility:

The development of the rain forests should only be done if everyone’s health and well-being is improved.
6. Answers will vary. Students may include some of the following reasons:
 - to provide jobs
 - to promote new industries
 - to create wealth
 - to provide raw materials for industries
 - to provide land for the homeless
 - to move some people out of the cities
 - to protect Brazil from invasion

This was discussed in Section 1: Activity 3 and in Section 2. Students should be able to supply at least three statements.

7. Answers will vary. Students may include the following reasons:
 - changing of the native life-style
 - deforestation
 - ozone depletion
 - soil erosion
 - depletion of natural resource
 - depletion of the world’s oxygen
 - extinction of species of birds and animals

Note: Question 7 is designed to have students use thinking skills to review previously learned material.

8. Answers will vary. Students should use quotes that include one of the following themes:
 - It destroys the natives’ traditional life-style.
 - It decreases the number of trees, which will decrease Earth’s oxygen supply.
 - The fires from the slash-and-burn agriculture may change the world’s climate.
 - Many species of animals may become extinct.

See Page 5 in *Brazil: Land of Contrasts* for the exact quotes concerning these issues.

Answers for questions 9, 10, and 11 may vary; the following are possibilities.

9.
 - a. José Macado would likely feel the rain forests should be developed.
 - b. Miners and industrialists would likely agree with his statement.
 - c. One value underlying this statement is that of wealth.
10.
 - a. This person would likely be against developing the rain forest.
 - b. The environmentalists would likely agree with this person's statement.
 - c. This person would be concerned with the preservation of nature.
11.
 - a. Paiakan would likely be against developing Brazil's rain forest.
 - b. The natives and environmentalists would likely agree with Paiakan.
 - c. Paiakan is concerned with the preservation of nature and human rights in terms of the life-style for native people.

Section 3: Activity 3

1. Answers will vary. Ensure that student choices clearly show an increase in the foreign debt. Students may include the following examples:
 - In 1980, Brazil owed approximately 64 billion dollars.
 - In 1981, Brazil owed approximately 73 billion dollars.
 - The increase in the foreign debt, from 1980 to 1981, is 9 billion dollars. This fact supports the generalization of a "rise" in foreign debt.

Note: Answers must come from the graph on page 94 of the textbook.

2. Answers may vary. Answers must be taken from the graph. Students may include the following examples:
 - Brazil owes 121.1 billion U.S. dollars.
 - Twenty-eight percent of export earnings go to pay for debt.
 - Brazil possesses the largest foreign debt of the countries listed.
3. It is suspending payments.
4. Answers may vary but should include the idea that Brazilians fear control by foreigners in their decision making.
5.
 - a. Here, student opinions are sought. Either answer is acceptable if it agrees with the reason in part b of this question.
 - b. If students are in favour of development, they should include Mr. Gaveira's statement that foreigners are trying to stop development. This implies that it should take place.

If students are against development, they should include Mr. Gaveira's statement that "Europe and America made progress by destroying their environment." The word "destroying" implies it is harmful and shouldn't be done.
6. With high inflation, money loses its value quickly. The price for goods and services increases rapidly, and wages fall behind. Life becomes more difficult for most workers as they get less for their money.
7. It has a plan to reduce the budget deficit. It will cut programs to save money and raise taxes to bring in more revenue.
8. Workers fear layoffs when government cuts are made. Also, the cost of living usually rises, making it more difficult for them to live on their salaries.

Section 3: Activity 4

1. Answers will vary. Look for at least one answer in each of the categories as outlined in the following chart. Some inference is necessary to obtain answers to categories containing an asterisk (*). This is a possible basis for discussion.

	Rich (Graca)	Poor (Carlos)
Access to education	<ul style="list-style-type: none"> • private school in Switzerland 	<ul style="list-style-type: none"> • Only one person continued past Grade 6.
Location of home	<ul style="list-style-type: none"> • group of rooms—on beach in Rio de Janeiro • in Argentina, New York 	<ul style="list-style-type: none"> • hillside—run-down shacks
Access to health services	* • health services readily accessible	<ul style="list-style-type: none"> * • rotting teeth show poor access • sister has a coughing fit—pneumonia • family cannot afford medicine
Day-to-day activities	<ul style="list-style-type: none"> • sports • shopping • school 	<ul style="list-style-type: none"> • shining shoes • helps support the family
Expectations of the future	* • opportunities open	* • unemployment
Control over own life OR control over the lives of others	<ul style="list-style-type: none"> • father is a bank manager • has a bodyguard, maid, and chauffeur 	<ul style="list-style-type: none"> • Ranchers came and forced them off the rubber-tree land. • loss of job

The reading was intended to develop empathy.

- The poor have problems of unemployment, resettlement, and loss of educational opportunities. They have very poor housing and a lack of adequate food and medical care. Some are involved with crime.
- As more poor people crowd into the cities, there seems to be an increase in the crime rate. Kidnapping is becoming more prevalent.
- Answers will vary. Discuss each of the sketches with the students. Have the students describe the sketches to you explaining why they included what they did.
- Answers will vary. Look for detailed answers that show the difference between the life-styles of the rich and poor. Look also for an indication of a solution to the problems of the poor such as jobs, new homes, and shared wealth.
- Much money is needed to pay the interest of Brazil's large foreign debt. Also, the government wants to use money for further development or industrialization.

Section 3: Activity 5

- Answers will vary. Student opinions are asked for. This would be a good basis for improving the students' discussion skills.

2. Answers may vary. Some possible answers include the following:

Speaker a. decision making

Speaker b. human rights

Speaker c. the collective good

Speaker d. the environment

Speaker e. development, quality of life

3. Answers may vary slightly in wording but should include all of the following ideas.

Reasons for Yes Answers	Reasons for No Answers
<ul style="list-style-type: none"> • to develop resources • to move resources to markets • to provide homes for the homeless • so Brazil can become a rich, respected country 	<ul style="list-style-type: none"> • destruction of native homeland • deforestation • poor soil; erosion • speeding up of greenhouse effect

4. a. human rights

- destruction of native homeland
- to provide homes for homeless

- b. development

- to move resources to markets
- so Brazil can become rich and respected
- to develop resources

- c. environmental concerns

- deforestation
- soil erosion
- greenhouse effect

- d. equal access to wealth

- homes to the homeless

Section 3: Follow-up Activities

Extra Help

Note: This might be a good opportunity to view videotapes on Brazil and the issues it faces. Refer also to pages 122 and 123 of the *Teacher's Resource Manual* for suggestions.

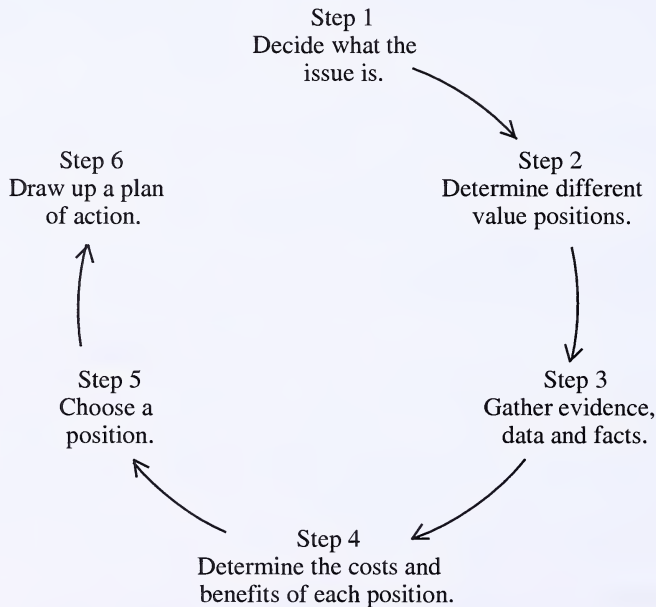
Visual material needs direction. Have the students focus on identifying issues, points of view, values, and costs or benefits. Preview materials before presentation to determine bias and suitability of content.

1. The cartoonist is implying that Brazil has many problems and that someone will be faced with dealing with the problems.

2. Some problems are tied up with others. Some problems are very large, and some are smaller. Not all of Brazil's problems require the same degree of action.
3. When combined, the problems are so large it is a struggle to consider all aspects in choosing alternatives.
4. The cartoonist is questioning what the future of Brazil will be like if it has all of these problems now.
5. The cartoonist's point of view is that Brazil is just barely staying in control of all of its problems.
6. Answers will vary. Refer to the balloons in "Ballooning Issues" at the beginning of this Extra Help section.
7.
 - a. Students should supply at least two position statements that deal with the same major issue.
 - b. Answers will vary. Ensure that the values correlate with the position statements.
 - c. Answers will vary. Ensure that the evidence correlates with the position statements.
 - d. Answers will vary.

Enrichment

Note: Both Part A and Part B focus on using decision-making skills to resolve an issue. Determine whether students make good use of some of the steps of the following model.



Part A

Answers will vary. The students should provide a summary of new material. Discuss bias of the material with the students. This is an opportunity to develop good interview skills and to introduce primary sources as a research alternative.

Part B

Answers will vary. Look for use of knowledge of what Canada is doing and creative ways of helping. This is a good connector to Social Studies 9.

Section 3: Assignment Answer Key (50 marks)

1. B 2. D 3. D 4. C 5. A 6. C 7. B 8. A 9. D 10. B (10 marks)

11. When the rancher clears the land, he is taking the forest away from the rubber tappers and the Native Peoples. He is, in effect, destroying their livelihood and their way of life and, thus, their quality of life. (2 marks)
12. The profits made by the companies usually are paid to the shareholders in other countries. Therefore, the money leaves Brazil and cannot be used to develop the economy. (2 marks)
13. a. Answers may vary but look for the following points:
- The government required large amounts of money to carry out its decision to industrialize. Brazil needed money to construct industries and to develop sources of power to fuel the industries. In conjunction with this development, money was needed to improve Brazil's transportation and communication networks and to promote movement into the interior.
- b. Answers may vary. Brazil has lost some of its independence as a result of its large foreign debt. Some of the decisions made by the Brazilian government have come as a result of pressure from the banks to which it owes money. Also, because much of the country's money goes into paying interest on its loans, Brazil is unable to use its money to improve the standard of living. This, in turn, has led to many problems among those in poverty. (4 marks)
14. The *favelas* are the poor areas of Brazil's cities. Inadequate housing, open sewers, disease, crime, and crowding are common features in the *favelas*. (2 marks)
15. a. Answers may vary. The student should be able to list five reasons for and five reasons against development. Some examples follow.

Reasons to develop the rain forests of Brazil	Reasons to preserve the rain forests of Brazil
<ul style="list-style-type: none"> • to provide jobs • to improve the living conditions of the average citizen • to provide homes for the homeless • to provide resources for industry • to move people from crowded cities • to pay foreign debt 	<ul style="list-style-type: none"> • deforestation • soil erosion • ozone depletion • animal and plant extinction • native land claims

- b. Students' positions will be personal opinions. They should use the information they have examined in the section to support their positions. Mark for organization as well as content. (15 marks)
16. a. Answers will vary. Students should write a formal statement of the issue.
- b. Answers will vary depending on the issue chosen in 6. a. Students should recall knowledge learned in this module as they develop a plan to solve the issue or problem.
- c. Answers will vary depending on the issue chosen in 6. a. Remember that an opportunity cost is what is lost or given up when a choice is made. (15 marks)

Final Test

Security

Included here is the answer key to the Final Test and the student's copy of the Final Test. Teachers should keep these secure against unauthorized student access. Students should not have access to the test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

Convenience

The student's copy of the Final Test is designed for photocopying and faxing.

SOCIAL STUDIES 8

FINAL TEST ANSWER KEY

Part A: Multiple Choice (30 marks)

- | | | | | |
|------|-------|-------|-------|-------|
| 1. C | 7. B | 13. B | 19. B | 25. B |
| 2. C | 8. B | 14. C | 20. C | 26. A |
| 3. D | 9. D | 15. D | 21. D | 27. D |
| 4. B | 10. A | 16. B | 22. A | 28. D |
| 5. C | 11. D | 17. C | 23. C | 29. B |
| 6. A | 12. A | 18. A | 24. C | 30. C |

Part B: Matching (20 marks)

- | | | | |
|------|-------|-------|-------|
| 1. A | 6. Q | 11. L | 16. I |
| 2. G | 7. R | 12. N | 17. C |
| 3. E | 8. F | 13. M | 18. D |
| 4. O | 9. S | 14. T | 19. J |
| 5. P | 10. K | 15. H | 20. B |

Part C: Short Answer (20 marks)

1. Carbon dioxide and other gases are being released into the atmosphere. These gases trap and hold heat by acting as an insulating blanket, which prevents the sun's heat from escaping into space. Therefore, the earth is warming as the atmosphere is being heated, like air in a greenhouse.
2. The maple sugar trees in Quebec have been severely affected. Other forests are also being hurt. Lakes in Ontario, Quebec, and New Brunswick are becoming too acidic for things to grow. Such lakes no longer have fish.
3. This is the interrelationship between people and their environment. People interact with the environment to meet their basic needs. The environment affects people and what they do.
4. These were American colonists who did not wish to break away from Britain. These people supported King George III and opposed revolution. When the American Revolution was over, many of these people moved to British territories.
5. Lord Durham was sent here to report on the causes of the Rebellions of 1837 and to recommend solutions to the problems. He spent five months in British North America investigating the causes of the rebellion.
6. The railway was promised to British Columbia when it joined Confederation so it could be linked to the rest of Canada. The railway would carry settlers west to aid the settlement of the prairies. It was useful for defence purposes to keep the Americans from taking the West.
7. Canada had two founding nations, France and England. The use of more than one official language is the result of our nation's unique history.
8. This type of agriculture involves cutting down and burning trees. The soil in the rain forest lacks nutrients but the ash from burnt trees adds nutrients to the soil. Every few years you move to a new plot where you cut, burn, and plant once again.
9. The Kayapo believe they can fight the government by learning more about Brazil's mainstream society. They have adopted modern techniques to help save their homeland from destruction. They keep well-informed about politics, have held a historic conference, and have spread their concerns worldwide.
10. This is a system where if the rich become more wealthy, the wealth should "trickle" from the top to the bottom of society and benefit the whole society.

Part D: Essay (30 marks)

Note: You may use the following guide to look for organization and knowledge when marking the students' essays.

I. Organization, Form, and Writing Style

- A. Well-developed introduction and conclusion
- B. Correct sentence structure
- C. Correct paragraphing
- D. Correct spelling
- E. Logical development (unity and coherence)
- F. Overall impression

II. Knowledge and Use of Information

- A. Accuracy of information
- B. Inclusion of essential information
- C. Absence of irrelevant information
- D. Sustained discussion of topic
- E. Ability to point out the major issue(s) and related problems
- F. Ability to see the topic in context

Answers will vary. Following are points that students should include.

Topic 1

The physical environment will help determine how people in the area make a living. The type of shelter needed, clothing worn, and food that can be grown, etc., are all affected by the environment. Students should look at how these factors relate to their own lives.

Topic 2

Students should note the early exploration and settlement of New France. When the British took control of New France, the Royal Proclamation of 1763 set up how the people would be ruled under a new government. Then the Quebec Act was passed in 1774 giving a new form of government, which favoured keeping the French way of life in Quebec. When the United Empire Loyalists came, it became necessary to make changes by passing the Constitution Act. This led to the creation of English-speaking Upper Canada (now Ontario) and French-speaking Lower Canada (now Quebec).

Issues and problems between these two groups continued to shape Canada as it moved towards Confederation. As the West was settled, starting in Manitoba, there were also concerns regarding French language rights and other matters. This can be examined with the problems Louis Riel created for the Canadian government. Students can use this to lead up to Canada's being a bilingual nation.

Topic 3

The physical environment determined settlement as human settlement followed a pattern related to resource development. The coastal area is more heavily populated with fewer people located inland. The central area and rain forest area were not overly accessible to early settlers. Today, with new roads and government incentives, people are moving inland. They are cutting down rain forest which provides land for cattle, but this is also affecting the world's climate. Many more ideas on this can come from the module notes.

SOCIAL STUDIES 8

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO HOURS TO COMPLETE THIS TEST**. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice 30 marks

PART B: Matching 20 marks

PART C: Short Answer 20 marks

PART D: Essay 30 marks

Value
30

PART A: MULTIPLE CHOICE

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

Example

1. The capital city of Canada is

A. Vancouver
B. Winnipeg
C. Ottawa
D. Montreal

Response Page

 C 1.

1. A couple stopped at a gas station in Edmonton and asked for directions to Skyreach Centre. The attendant told them it was two kilometres west of the gas station. This reply describes

A. general location
B. absolute location
C. relative location
D. specific location

2. You have been asked to study the conflicting values of two cultural groups that live in the same region. You would be concerned with which of the following geographic terms?

A. place
B. location
C. interaction
D. movement

3. Which of the following correctly identifies the major landforms?

A. mountains, plateaus, glaciers, plains
B. mountains, oceans, deserts, plains
C. mountains, rivers, hills, plains
D. mountains, plateaus, hills, plains

4. Why are loam soils ideal for plant growth?

A. They leach easily.
B. They allow root growth.
C. They do not allow air circulation.
D. all of the above

5. Approximately what percentage of the world's surface is covered by water?
 - A. 50%
 - B. 60%
 - C. 70%
 - D. 80%
6. Those industries that take raw materials from the land or water are called
 - A. primary industries
 - B. secondary industries
 - C. tertiary industries
 - D. quaternary industries
7. Country A buys lumber and hydroelectricity from Country B. Country B buys fruits and vegetables from Country A. These countries can be called
 - A. dependent
 - B. interdependent
 - C. isolated
 - D. self-sufficient
8. The Canadian Shield is a
 - A. cultural region
 - B. landform region
 - C. vegetation region
 - D. climatic region
9. The Atlantic region has only a few small secondary industries and is largely a rural area. This tends to cause
 - A. poverty
 - B. prosperity
 - C. high employment
 - D. high unemployment
10. The most important primary industry in the Manufacturing Core is
 - A. farming
 - B. fishing
 - C. manufacturing
 - D. mining

11. Which Aboriginal Peoples, in the early stages of the fur trade, were allies of the French?
 - A. Northwest Coast Peoples
 - B. Blackfoot Confederacy
 - C. Iroquois
 - D. Huron
12. Traditionally, many groups of Aboriginal Peoples made decisions by coming to general agreement after discussing the issue. This method of decision making is known as
 - A. consensus
 - B. secret ballot
 - C. potlatch
 - D. oral tradition
13. The European explorer who claimed Canada for France was
 - A. Samuel de Champlain
 - B. Jacques Cartier
 - C. Christopher Columbus
 - D. John Cabot
14. What was the purpose of the Company of One Hundred Associates?
 - A. to expand the fur trade
 - B. to exploit the lumber resource in New France
 - C. to bring settlers to New France
 - D. all of the above
15. The system of landholding in New France was known as
 - A. land grant system
 - B. subdivision into townships
 - C. real estate system
 - D. seigneurial system
16. The man who became the leader of the Métis resistance in 1869 was
 - A. Thomas Scott
 - B. Louis Riel
 - C. Gabriel Dumont
 - D. Dr. John Schultz
17. Which group would be the most displeased with the Quebec Act of 1774?
 - A. the seigneurs
 - B. the Roman Catholic clergy
 - C. the habitants
 - D. the merchants

18. The group that the British forced to leave the area of Nova Scotia and New Brunswick in 1713 was known as
 - A. the Acadians
 - B. the Pontiacs
 - C. the Canadians
 - D. the Voyageurs
19. The passing of which act came as a response to Lord Durham's Report?
 - A. the Quebec Act
 - B. the Act of Union
 - C. the Constitution Act
 - D. the British North America Act
20. Who was the first prime minister of Canada?
 - A. George Brown
 - B. Sir Wilfrid Laurier
 - C. Sir John A. Macdonald
 - D. Pierre Trudeau
21. What explorer discovered Brazil and claimed it for Portugal?
 - A. Christopher Columbus
 - B. Dom Pedro
 - C. Getúlio Vargas
 - D. Pedro Cabral
22. Which of the following countries is the largest of the four listed?
 - A. Canada
 - B. United States
 - C. Brazil
 - D. China
23. Which two South American countries do not border Brazil?
 - A. Argentina and Chile
 - B. Chile and Colombia
 - C. Chile and Ecuador
 - D. Peru and Venezuela
24. The first African slaves were brought to Brazil in the 1500s to work
 - A. in gold mines
 - B. at tapping rubber trees
 - C. on sugar plantations
 - D. on tobacco plantations

25. What Brazilian native tribe is struggling to maintain its traditional way of life?
- A. the Ropni
 - B. the Yanomami
 - C. the Xingu
 - D. the Paiakan
26. Clearing the rain forests in Brazil
- A. will have a disastrous effect on world climate
 - B. will completely eliminate Brazil's foreign debt
 - C. will not really have any ecological impact
 - D. will greatly increase agricultural output as more land comes under cultivation
27. In which geographical region of Brazil did the Portuguese explorers first land?
- A. South
 - B. Southeast
 - C. North
 - D. Northeast
28. To encourage people to move into Brazil's interior, the government built the city of
- A. Campo Grande
 - B. Manaus
 - C. Belo Horizonte
 - D. Brasília
29. The richest and most useful agricultural land in Brazil is found in the
- A. Central-West
 - B. South
 - C. Southeast
 - D. Northeast
30. Which of the following most strongly reflect the Portuguese influence on Brazil's culture?
- A. architecture and food
 - B. art and music
 - C. food and religion
 - D. language and religion

PART A: RESPONSE PAGE

- | | | | |
|-------|-----|-------|-----|
| _____ | 1. | _____ | 16. |
| _____ | 2. | _____ | 17. |
| _____ | 3. | _____ | 18. |
| _____ | 4. | _____ | 19. |
| _____ | 5. | _____ | 20. |
| _____ | 6. | _____ | 21. |
| _____ | 7. | _____ | 22. |
| _____ | 8. | _____ | 23. |
| _____ | 9. | _____ | 24. |
| _____ | 10. | _____ | 25. |
| _____ | 11. | _____ | 26. |
| _____ | 12. | _____ | 27. |
| _____ | 13. | _____ | 28. |
| _____ | 14. | _____ | 29. |
| _____ | 15. | _____ | 30. |

Name of Student _____	Student I.D. # _____
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Value**PART B: MATCHING****20**

Match each of the following terms with the appropriate definition. Locate the definition number on the Part B Response Page and place your answer in the corresponding blank.

Term

- | | | |
|-----------------|------------------------|--------------------------|
| A. inflation | H. megalopolis | O. latitude |
| B. capital | I. cordillera | P. longitude |
| C. adoption | J. opportunity cost | Q. absolute location |
| D. assimilation | K. primary industry | R. relative location |
| E. climate | L. secondary industry | S. renewable resource |
| F. weather | M. quaternary industry | T. nonrenewable resource |
| G. favela | N. tertiary industry | |

Definition

1. an increase in the price of foods and services
2. a name for poor areas found in Brazilian cities
3. the average weather a place has over a period of time
4. the distance measured in degrees north and south of the equator
5. the distance measured east and west of a meridian running through Greenwich, England
6. the exact location of a place determined by its latitude and longitude
7. the location of a place determined by its distance and direction from another place
8. the earth's atmospheric conditions at a given time and place
9. a resource that can be regrown or replaced after it has been used
10. industries that take their resources from the land or water
11. the type of industry that manufactures resources into finished products
12. a level of industry that involves providing services to people
13. the level of industry that involves planning new strategies and researching products
14. resources that cannot be regrown or replaced after use
15. a geographic term made to describe the region of large cities centred around New York City
16. parallel sets of mountain ranges that run from Alaska to Mexico
17. the borrowing of ideas or ways of doing things
18. to become part of a larger group; to lose or combine your original culture with another
19. what is lost or given up when a choice is made
20. money and investments including buildings, machinery and tools used to create products

PART B: RESPONSE PAGE

_____ 1.

_____ 2.

_____ 3.

_____ 4.

_____ 5.

_____ 6.

_____ 7.

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_____ 20.

Name of Student _____

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Value

PART C: SHORT ANSWERS

20

Answer the questions that follow in complete sentences. Put your responses in the appropriate spaces on the response pages provided.

Be sure to read and think about each question carefully before you respond.

1. Explain what the Greenhouse Effect is.

2. What are some of the effects of acid rain?

Name of Student _____	Student I.D. # _____
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3. Define what geographers mean by the term *environmental interaction*.

4. Who were the United Empire Loyalists?

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

5. Why was Lord Durham sent to British North America in 1838?

6. What reasons did the federal government have for building the Canadian Pacific Railway?

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

7. Why did bilingualism develop in Canada?

8. What is slash-and-burn agriculture?

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

9. How do the Kayapo believe they can best protect their own interests and their environment?

10. What is the trickle-down effect?

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Value**PART D: ESSAY****30**

In this part of the test, there are three topics given. You are to choose **one** of the topics (the one that you find most interesting) and write a well-organized essay about it. Feel free to express any opinions that you wish. It is important, however, that your opinions be supported by some facts or examples. In order to do this, it will be necessary to recall what you have learned during this course.

Your essay should be at least two pages in length. Be sure your essay has an introductory and concluding paragraph. Also, give your essay a title.

Organize your work carefully, then write your essay on the lined pages that follow.

Complete your essay in the space provided. There is space for planning and for your finished work.

Essay Topics

Topic 1: To what extent does the physical environment influence a people's way of life? Tell how your own way of life is influenced by the physical environment in which you live.

Topic 2: How did the French and the British influence the development of Canada? What role did each of the two founding nations have in the colonization and settlement of Canada?

Topic 3: How has the physical geography of Brazil influenced its human settlement? What opportunities and limitations has the physical environment provided for Brazilians? At the same time, how has human settlement altered the physical environment of Brazil? What are some beneficial effects and some detrimental effects of this modification of the physical environment?

Rough Work

(Marks will not be given for work done on this page.)

I am writing on Topic _____.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

(There is more room for your answer on the next response page.)

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

5. The Learning Facilitator's Manual contains answers to the questions in the Assignment Booklet and may include a sample test. Did you find these helpful?

☐ Yes ☐ No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

☐ Yes ☐ No If no, explain.

7. Were students motivated to try these Follow-up Activities?

☐ Yes ☐ No If no, give details.

8. Suggestions for computer and video activities may be included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

9. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

10. Did you fax assignments? ☐ Yes ☐ No

11. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Was the reading level appropriate?

☐ Yes ☐ No If no, give details.

5. Was the workload adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

Thanks for taking the time to complete this questionnaire.
Your feedback is important to us. Please return this
questionnaire to the address on the right.

Fax Number: (780) 674-6561

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

